SCHOOL *of* EDUCATION
and HUMAN DEVELOPMENT

We appreciate your participation today.

As an attendee your video and audio are disabled.

Question for the Speaker?
Questions for our speaker should be submitted through the Q&A Box.

Technical Issues?
Please submit technical questions via the Chat Box.

Welcome

Atif Qarni

Virginia Secretary of Education

VIRGINIA
EARLY LITERACY
SUMMIT

Welcome

Robert Pianta, Ph.D.

Dean

School of Education and Human Development, University of Virginia

VIRGINIA EARLY LITERACY SUMMIT

Early Literacy & Reading in Virginia

Emily Solari, Ph.D.

Professor, Reading Education

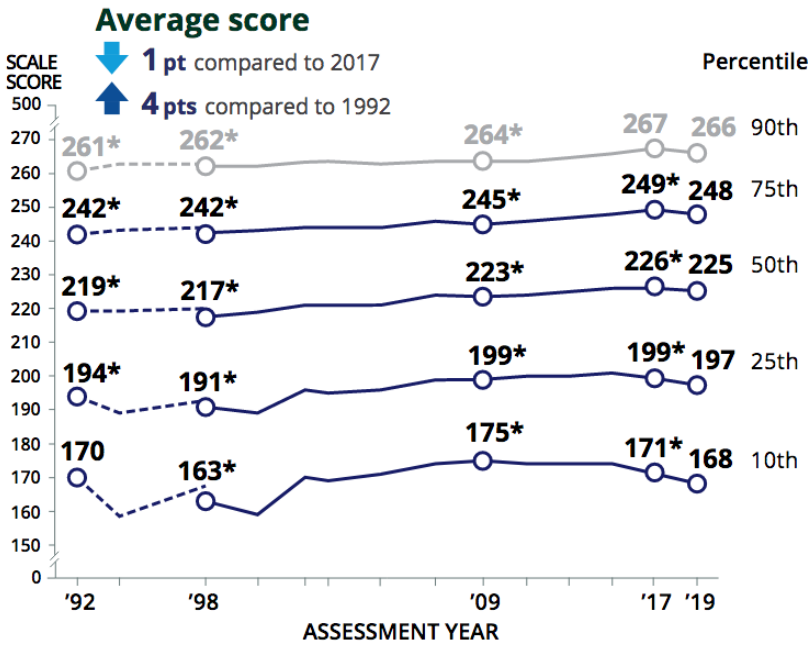
Department of Curriculum Instruction and Special Education

School of Education and Human Development, University of Virginia

VIRGINIA EARLY LITERACY SUMMIT

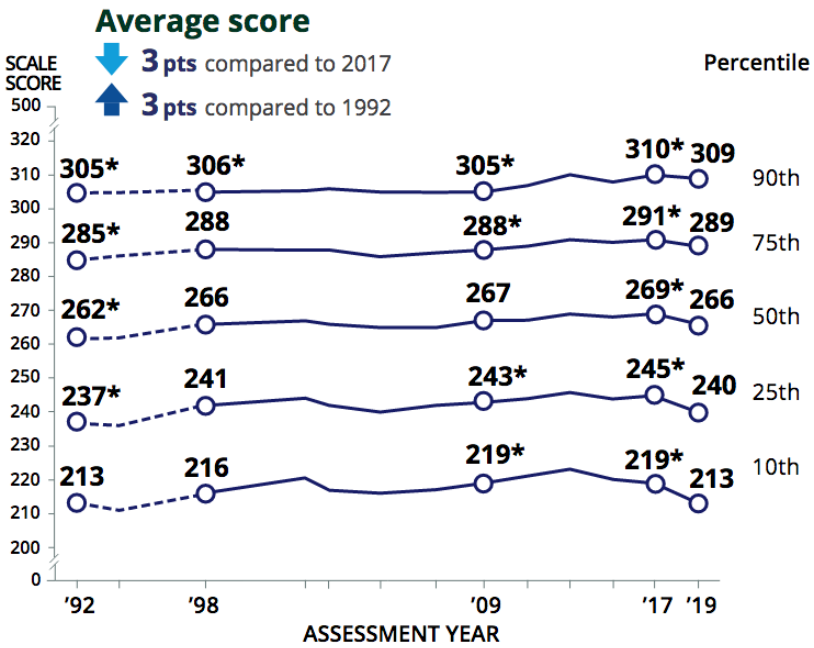
Grade 4 READING

Decreases across performance distribution except for the 90th percentile



Grade 8 READING

Decreases across performance distribution; greater decreases at the 10th and 25th percentiles



2019 NAEP: Literacy Levels are Broadly Stagnant

Literacy *is* Important & Related to Lifelong Outcomes

- Has a strong impact on overall academic attainment (e.g. Baer, Cook, Baldi, 2006)
- Has an impact on civics engagement (Venezky et al., 1986)
- Has an impact on economic well being (Ritchie & Bates, 2013; US Department of Labor, 2007)
- Impacts health outcomes (NCES, 2002)
- Impact social participation and civic engagement (Venezky et al., 1986)

Push To Rethink Reading Instruction Gains Momentum In Wisconsin

By EMILY FILES • 5 HOURS AGO

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EDITORS' PICK | 2,773 views | Feb 16, 2020, 4:35 pm

Good News/Bad News On How The Media Covers America's Reading Crisis

Solving A 'Student Achievement Crisis': Why Kids' Reading Scores Are Down

At national literacy summit, state education chiefs warn of reading stagnation

Kevin Mahnken | February 3, 2020

TOP STORIES

After improved coll
eligibility and stron
math scores, Khan
Academy touts its l
Beach Unified
partnership to laun
district programs

Phonics in focus: Advocates push Wisconsin for 'science of reading'

Logan Wroge | Wisconsin State Journal Feb 17, 2020

There Is a Right Way to Teach Reading, and Mississippi Knows It

The state's reliance on cognitive science explains why.

By Emily Hanford

Ms. Hanford is the senior education correspondent for APM Reports.

Dec. 5, 2019

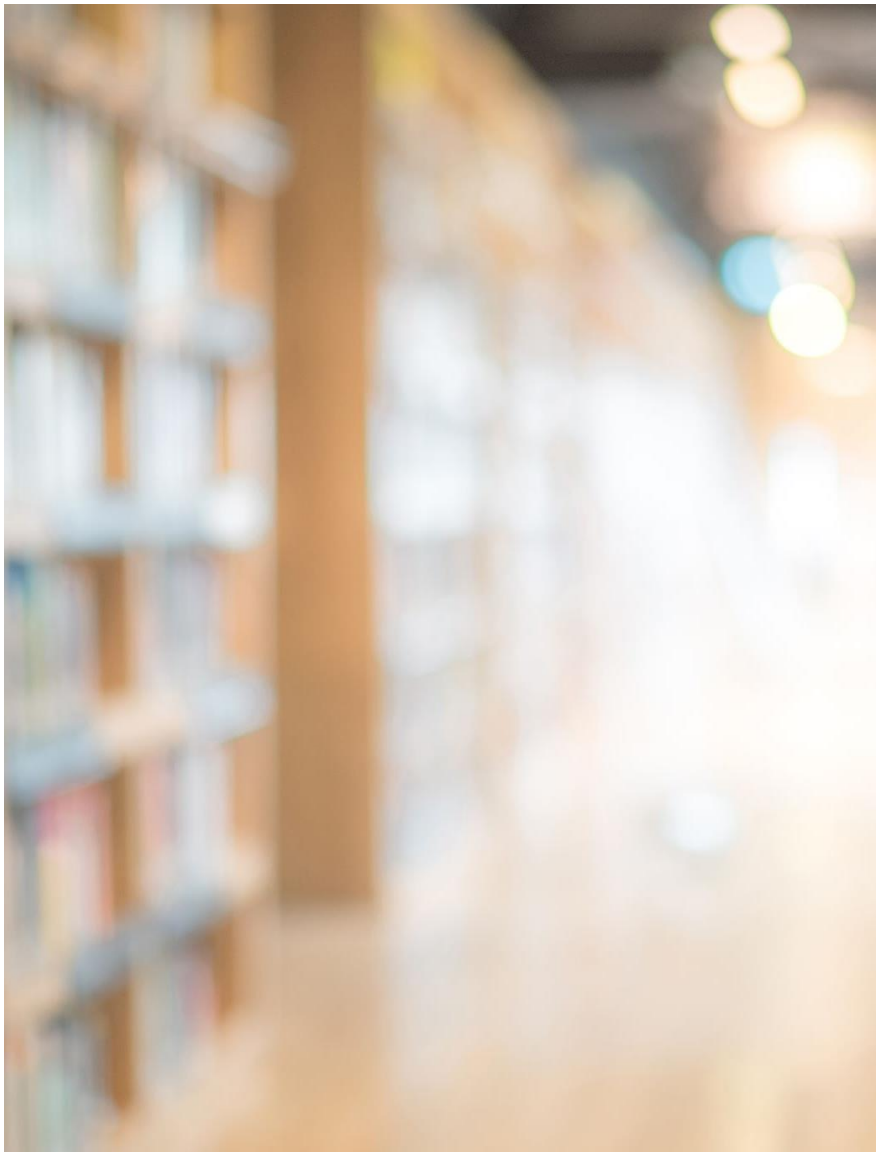
How More Teachers are Being Trained in the Science of Reading

By Holly Korbey Feb 14

Hard Words

Why aren't kids being taught to read?

Read all about it: The 'reading wars' are back in America's education salons



Reading Instruction Is Controversial

Reading Wars

Dyslexia Laws

Whole Language

Balanced Literacy

Structured Literacy

Leveled Readers

Multi-sensory Instruction

Guided Reading

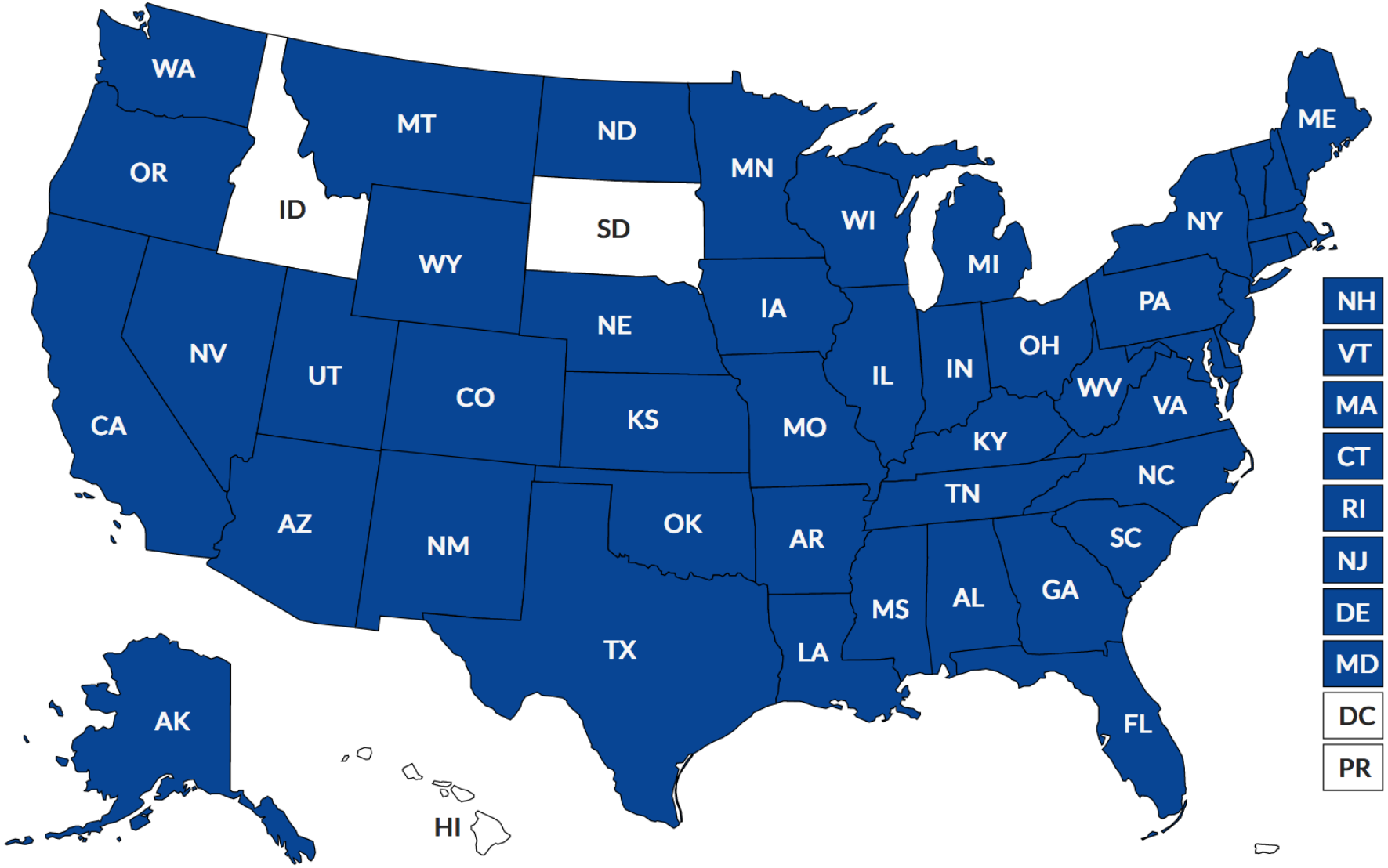
Three Cueing

Synthetic Phonics

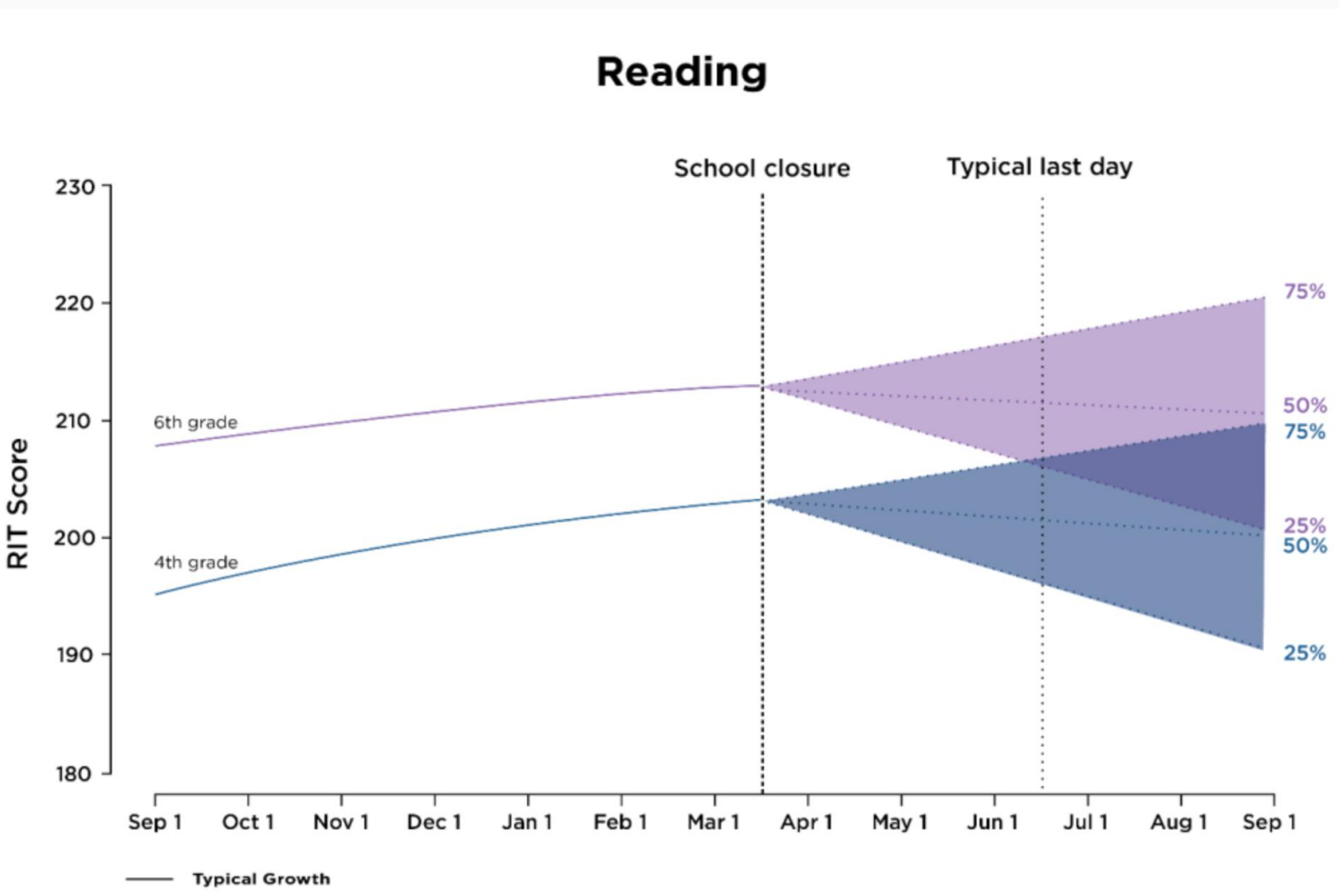
Screening

MSV

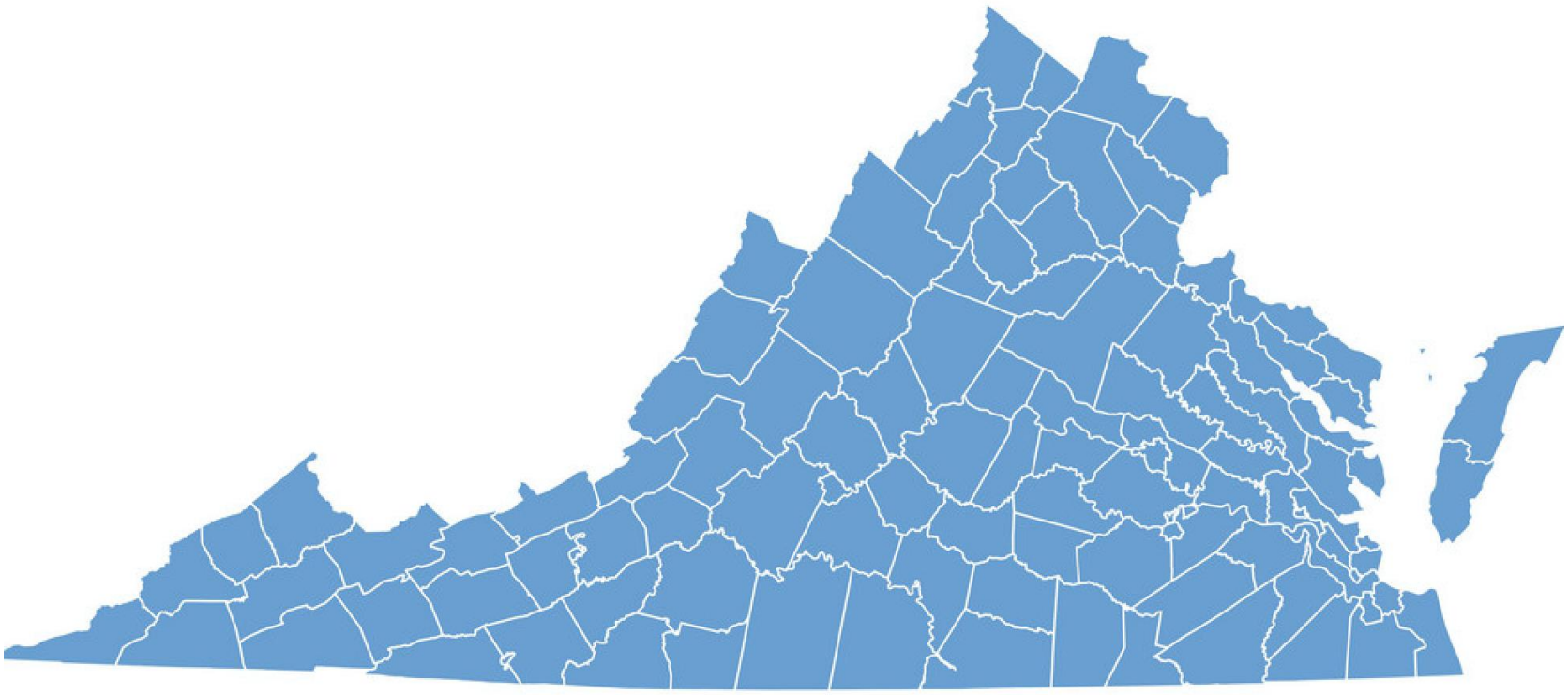
NATTIONAL CENTER FOR IMPROVING LITERACY: DYSLEXIA LEGISLATION MAP



Retrieved from: https://improvingliteracy.org/state-of-dyslexia



Soland et al., 2020. Retrieved from https://tinyurl.com/y79n9xxg

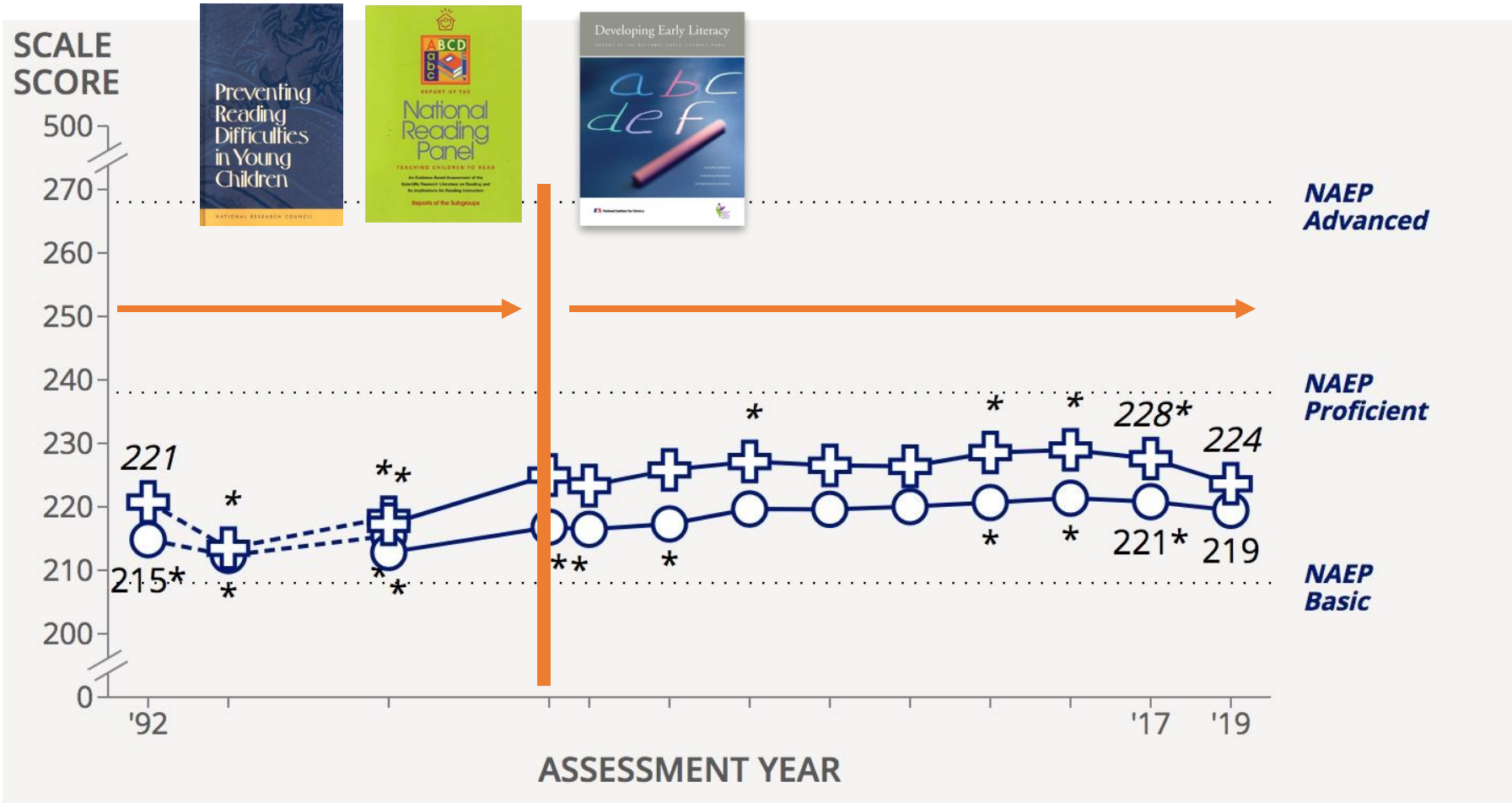


Goals of Talk Today

What does the science tell us about how early reading develops and how does this inform effective and efficient early literacy instruction?

Describe why the early years are so important for reading achievement

Existing frameworks in Virginia that can be utilized to provide evidence based reading instruction for all learners



VIRGINIA NAEP 1992-2019

SCIENCE OF READING

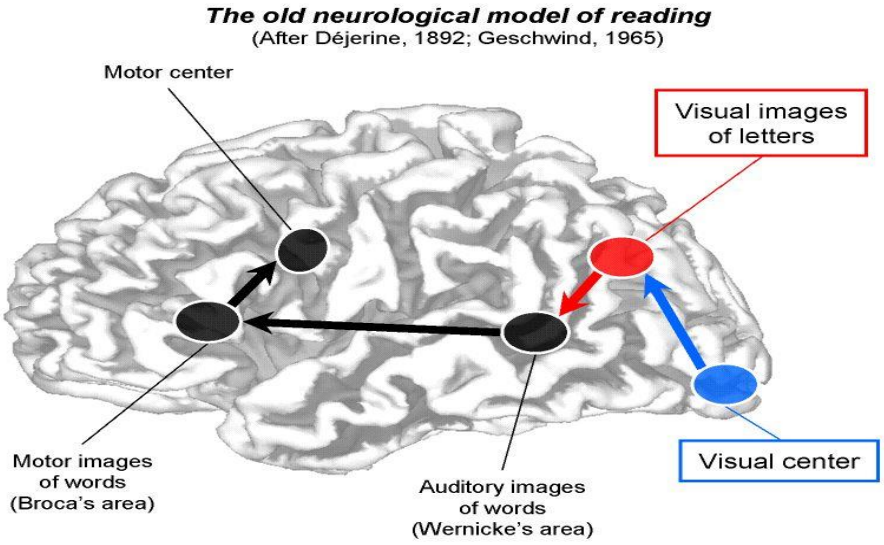
The evidence base is not new

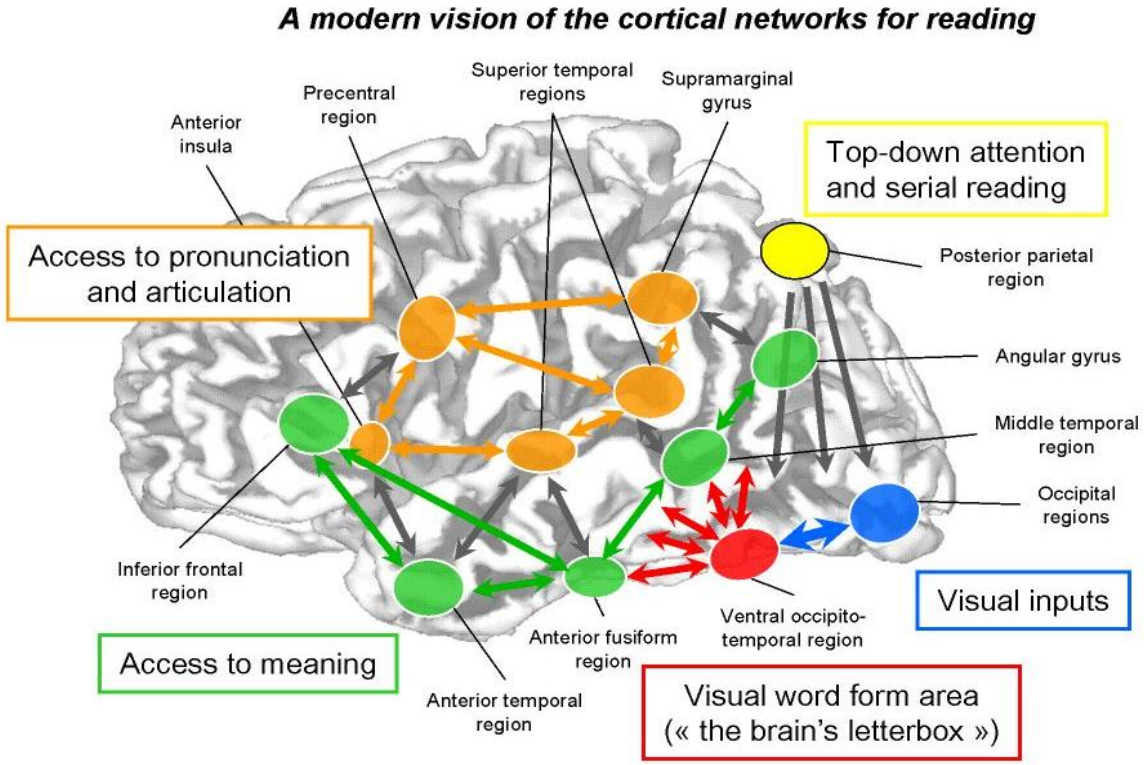
Converging evidence over many decades has established the scientific evidence base

It is not a list of things we need to do with kids

Explicit and systematic instruction of foundational reading skills (phonics, phonological awareness, orthographic mapping, etc.) with simultaneous high-quality language and meaning based instruction

Neurological Model of reading





(Dehaene, 2009)

Graphics used with permission from Tiffany P. Hogan, Ph.D.

What does the Science of Reading tell us about early reading?

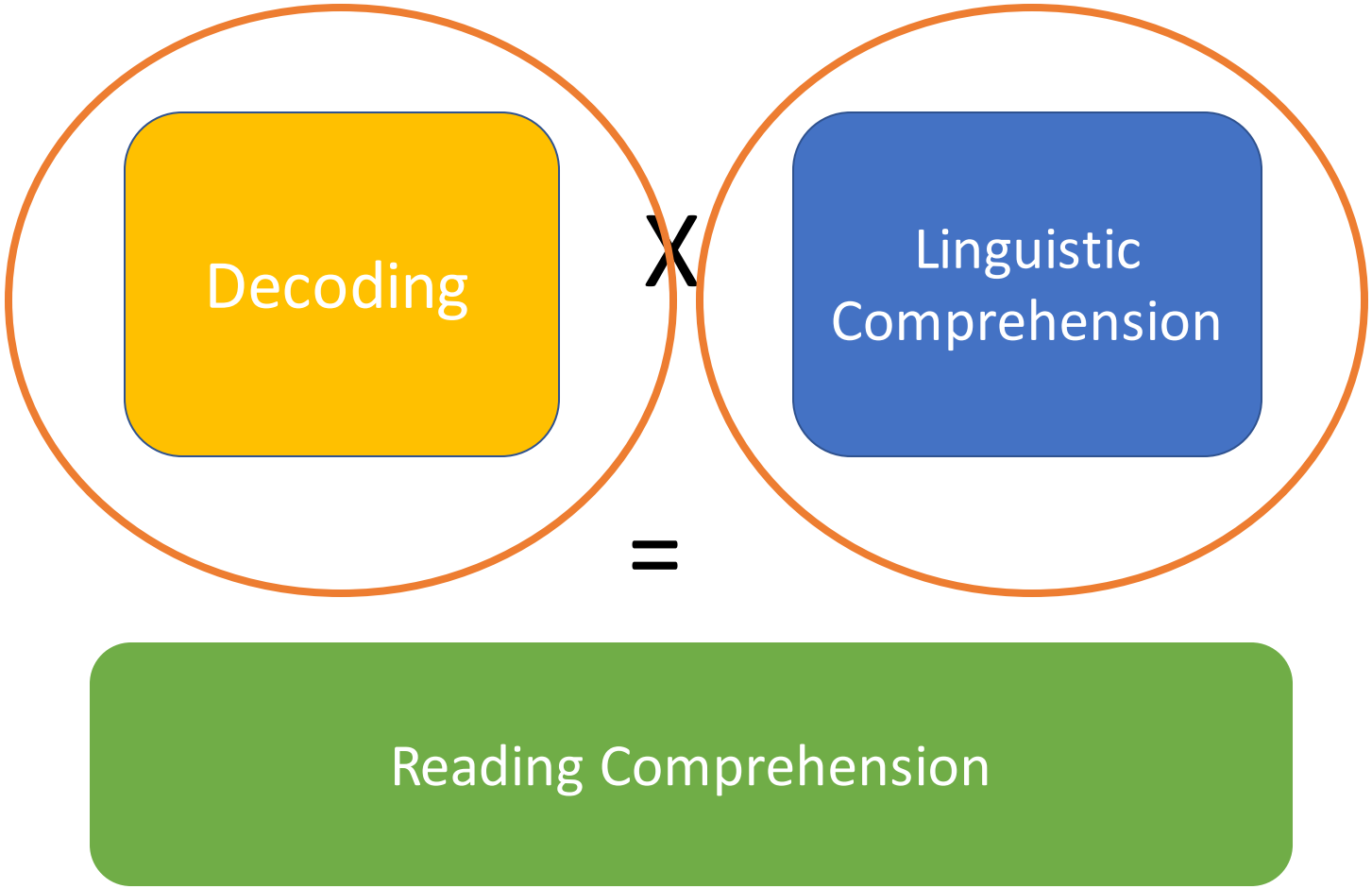
Reading is not the same as language development- reading is not natural

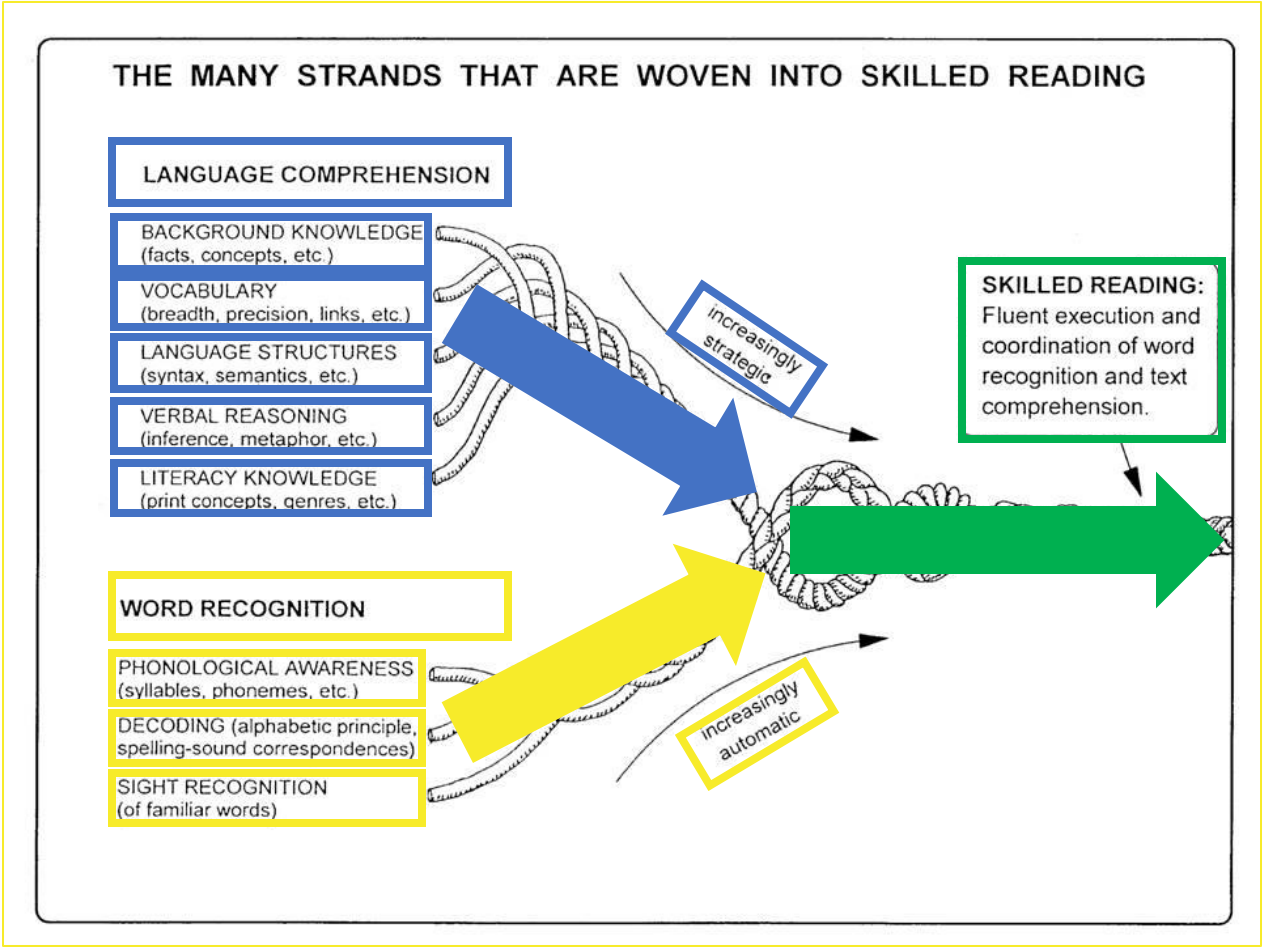
Kids need to be explicitly taught to connect letters and sounds

When individuals are skilled readers, they automatically recognize words, but, this is not how early readers process words

Reading Comprehension requires both adequate word reading and linguistic or language comprehension

Simple View of Reading





See Scarborough, H. S. in Neuman, S.B. & Dickinson, D. K. (2001). *Handbook of Early Literacy Research*. New York: Guilford Press.

Chat with Dr. Scarborough: https://www.youtube.com/watch?v=83tfzOFpBak&feature=youtu.be

Simple View of Reading has been empirically validated with multiple groups of students

English language learners (e.g., Geva & Farnia, 2012; Gottardo & Mueller, 2009; Grimm & Solari, 2019; Leaaux et al., 2007; Mancilla-Martinez et al., 2011; Nakamoto et al., 2008; Proctor et al., 2005)

Children with early profiles of risk (e.g., Catts et al., 2006; Solari et al., 2018)

Children with disabilities

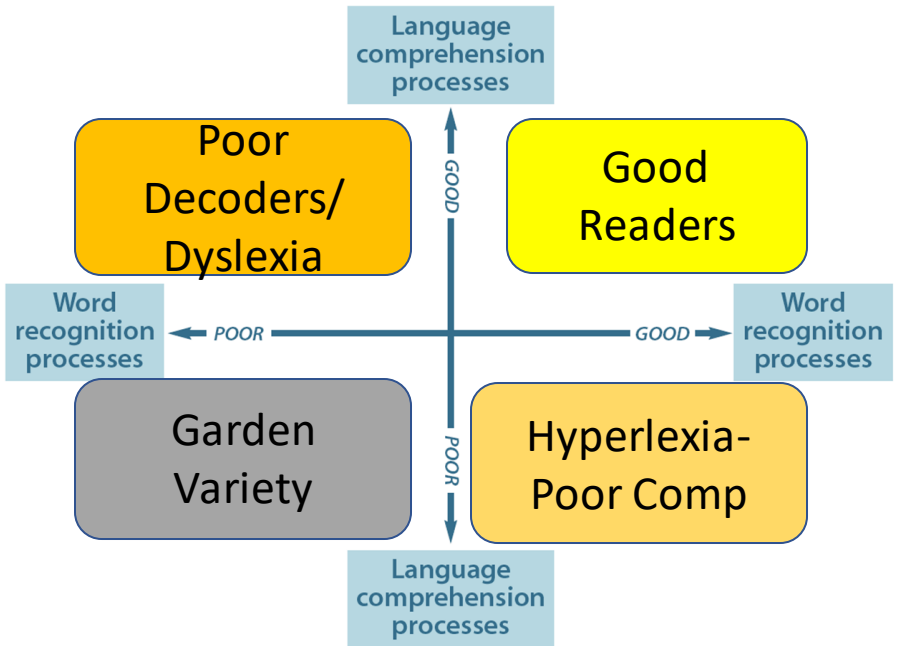
ASD (e.g., Henderson et al.; Lucas et al., 2014; McIntyre et al., 2018; Norbury et al., 2011; Ricketts et al., 2013; Solari et al., 2018)

ADHD (e.g., Cain & Bignell, 2014; Little et al., 2016; Martinussen & Mackenzie, 2015)

Profiles of Readers

12.5 million children struggle with some aspect of reading, nearly 20% of all school age children (NCES, 2016).

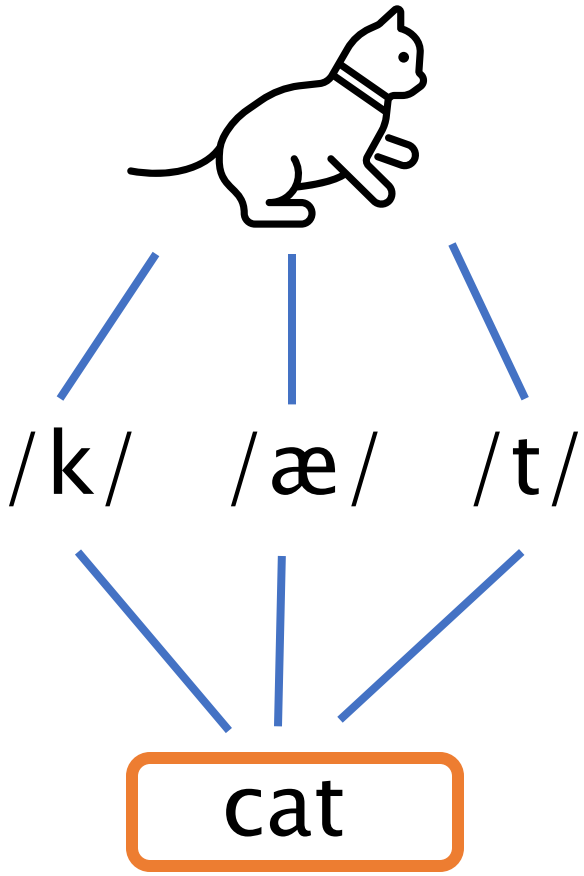
With regular instruction, children do not outgrow reading difficulties



(See Catts, Hogan, & Adlof, 2005; Catts, Hogan, & Fey, 2003)

Beginning Readers Need to be Taught to Read at the Sound level

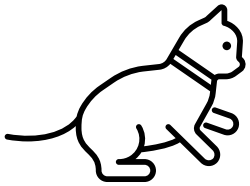
The cat ran fast.



Orthographic mapping requires- phonemic awareness, letter-sound correspondence, alphabetic principle

Orthographic Mapping vs. Whole Word Reading

The cat ran fast

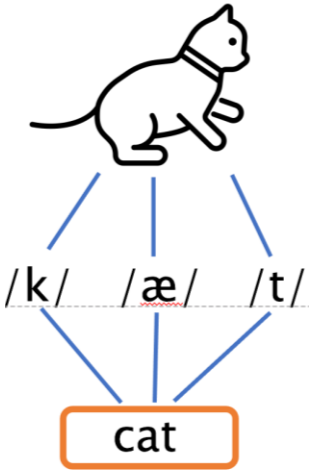


LOOK at the first letter and look at the picture and see what makes sense

TRY a word that you think may make sense

USE your background knowledge to think about a word that may make sense

SKIP the word and come back if you need to.



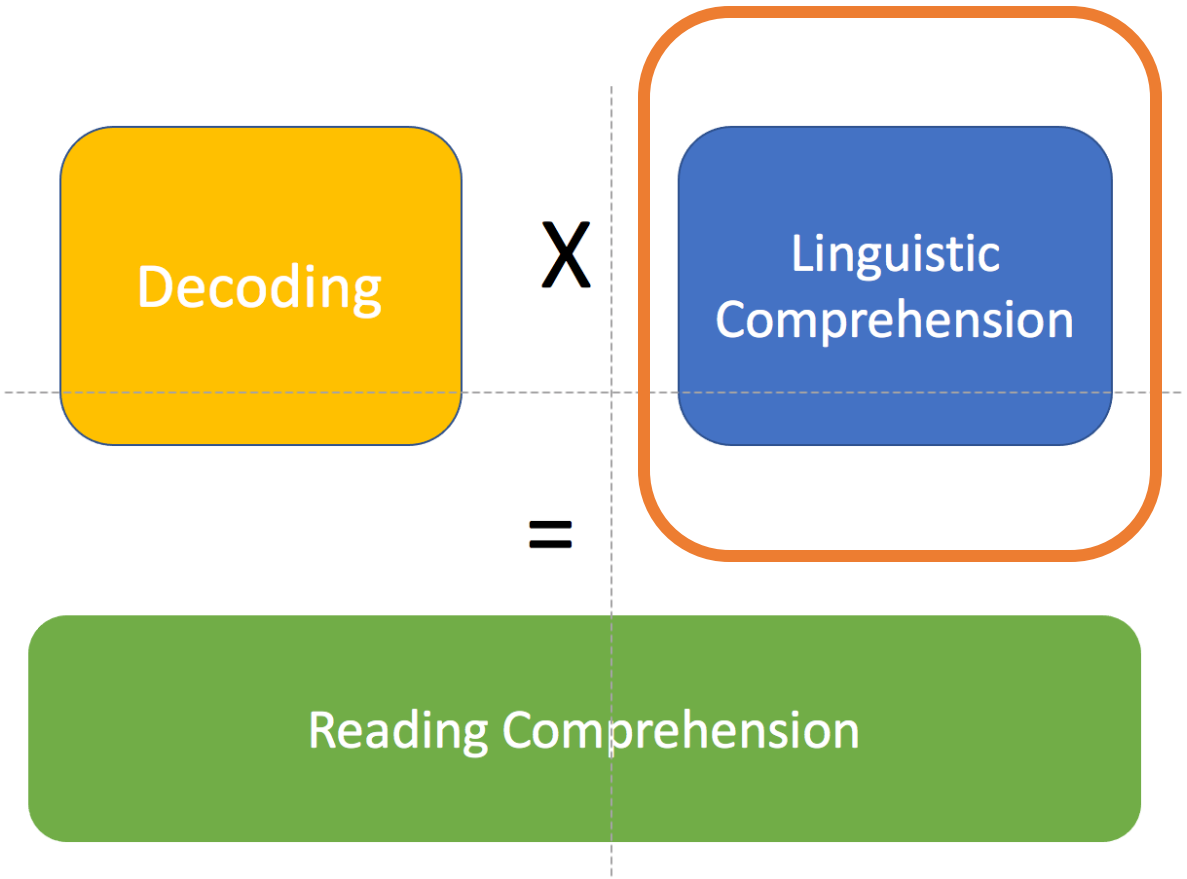
s sat	t tap	p pan	n nose	m mat	a ant	e egg	i ink	o otter
g goat	d dog	c k click	r run	h hat	u up	ai rain	ee knee	igh light
b bus	f farm	l lolly	j jam	v van	oa boat	oo cook	oo boot	ar star
w wish	x axe	y yell	z zap	qu quill	or fork	ur burn	ow now	oi boil
ch chin	sh ship	th think	th the	ng sing	ear near	air stair	ure sure	er writer

Early Readers Should not be Taught how to read words by…

Guessing words

Skipping words

Using the pictures to determine the word



Explicitly teaching linguistic comprehension and language is also essential for reading comprehension

Building listening comprehension and vocabulary

High quality reading alouds

Asking both literal and inferential questions during read alouds

Explicit teaching of vocabulary- with multiple exposures to words

Building background knowledge

Engagement in rich texts starting in pre-k

Why Early Reading Instruction is So Important

Importance of Early Reading & Literacy Development

A child who is a poor reader at the end of first grade has an almost 90% chance of remaining a poor reader at the end of Grade 4 and at least a 75% chance of being a poor reader as long as they are in school

(e.g. Francis et al., 1995; Juel, 1998)

Early Screening and Intervention is Important

According to the National Institute of Child Health and Human Development (NICHD), it takes 4 times as long to intervene in the 4th grade as it does to intervene in late kindergarten or first grade

Prevention studies in reading commonly show that 70- 90% of at-risk children (bottom 20%) in K- 2 can learn to decode in average range if they are instructed with evidence-based techniques (e.g., Fletcher, Lyon, et al., 2007)

EVIDENCE BASED CURRICULUM

The Ladder of Reading

5% Learning to read seems effortless

35%
Learning to read is relatively easy with broad instruction

40 to 50%
Learning to read proficiently requires code-based explicit, systematic, and sequential instruction

10 to 15 % (Dyslexia)
Learning to read requires code-based explicit/systematic/sequential/diagnostic instruction with many repetitions

Advantaged by a structured literacy approach

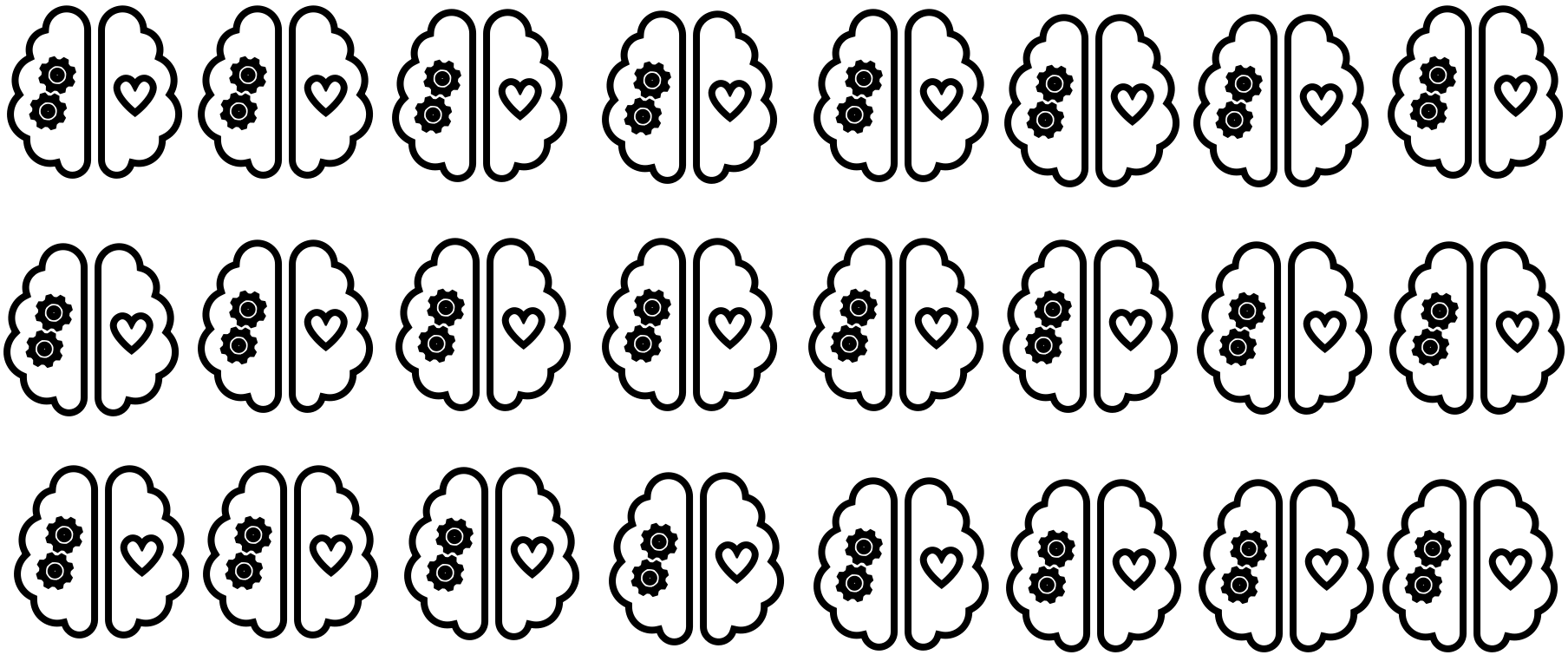
Structured literacy approach essential

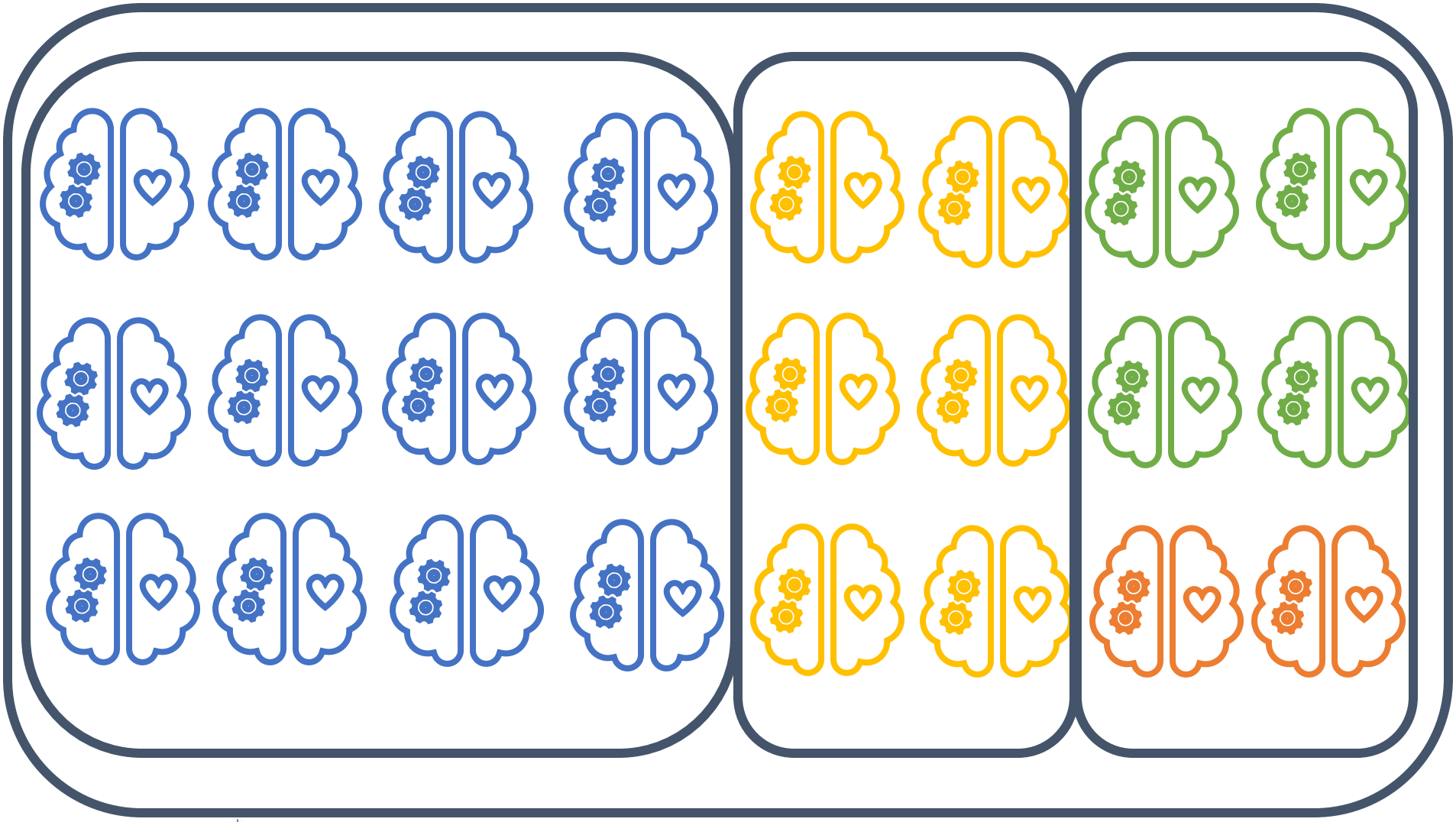
www.nancyyoung.ca

Artwork by Dean Stanton

(Lyon, 1998; NRP, 2000; IDA, 2015; Hempenstall, 2016)

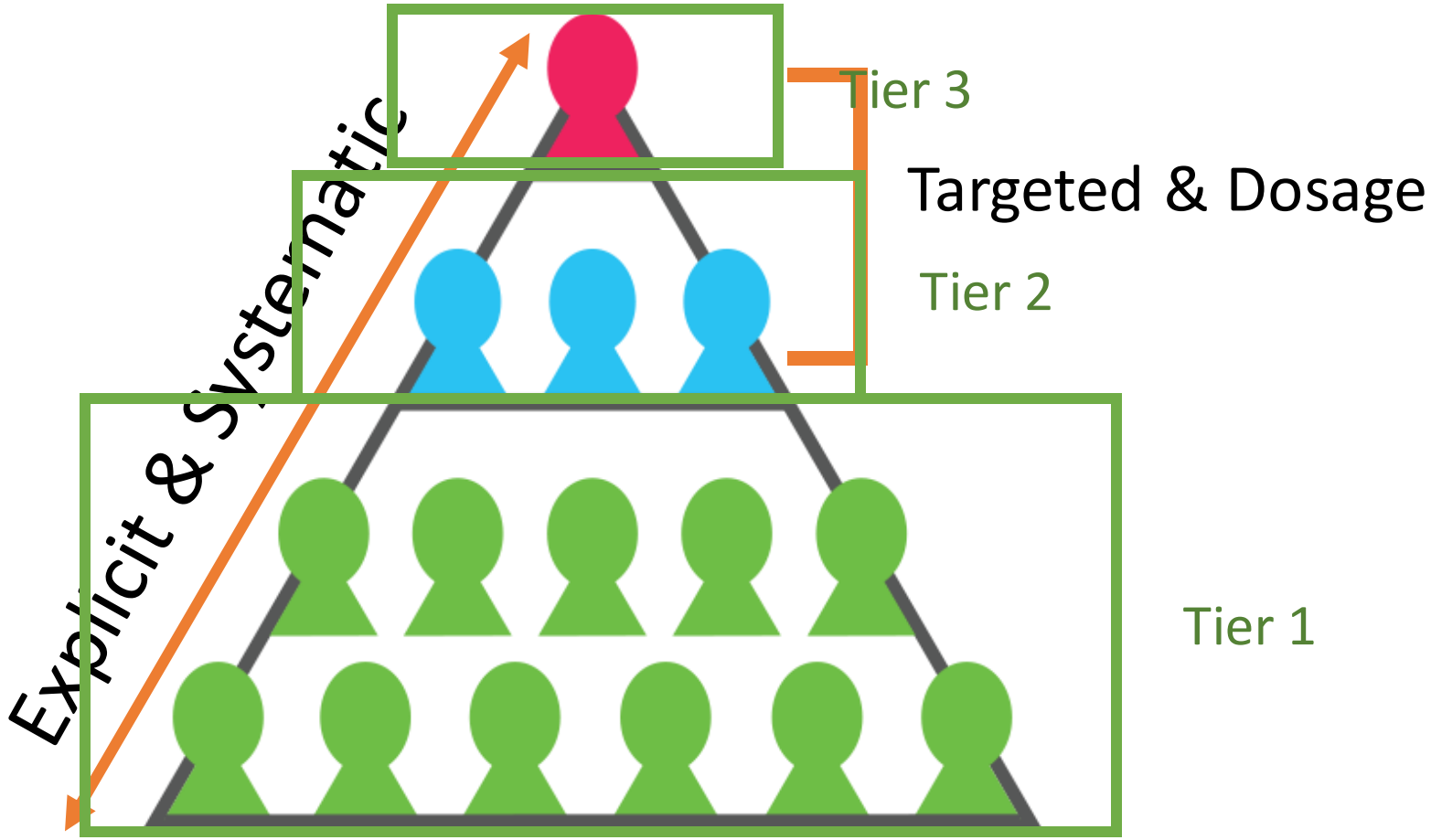
Nancy Young B.A., M.Ed. Reading Spelling Writing





We know that in addition to high quality, evidence-based instruction, dosage is important

TIERED APPROACH TO SERVICES



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Journal of Research on Educational Effectiveness

ISSN: 1934-5747 (Print) 1934-5739 (Online) Journal homepage: http://www.tandfonline.com/loi/uree20

Examining the Effects and Feasibility of a Teacher-Implemented Tier 1 and Tier 2 Intervention in Word Reading, Fluency, and Comprehension

Emily J. Solari, Carolyn A. Denton, Yaacov Petscher & Christa Haring

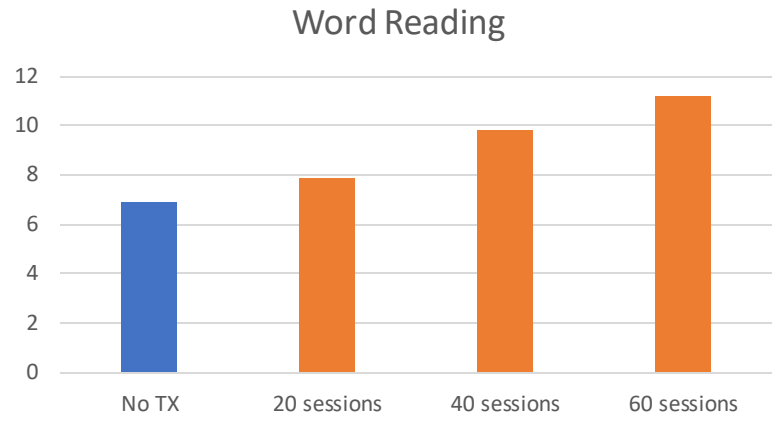
To cite this article: Emily J. Solari, Carolyn A. Denton, Yaacov Petscher & Christa Haring (2017): Examining the Effects and Feasibility of a Teacher-Implemented Tier 1 and Tier 2 Intervention in Word Reading, Fluency, and Comprehension, Journal of Research on Educational Effectiveness, DOI: 10.1080/19345747.2017.1375582

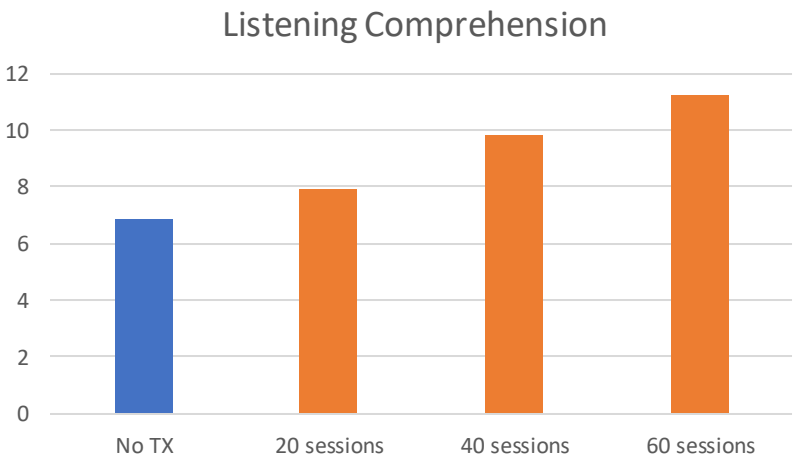
To link to this article: https://doi.org/10.1080/19345747.2017.1375582

How to Reach First-Grade Struggling Readers: An Integrated Instructional Approach

Emily J. Solari, Carolyn A. Denton, and Christa Haring

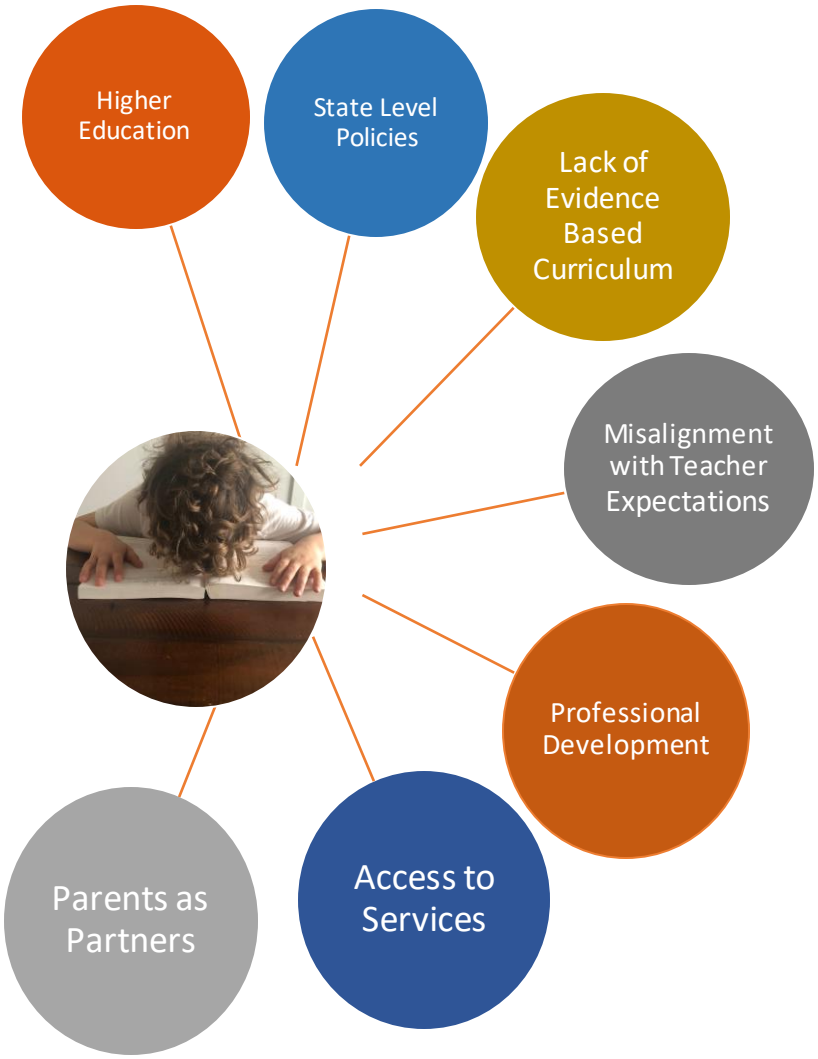
TEACHING Exceptional Children, Vol. 49, No. 3, pp. 149–159. Copyright 2017 The Author(s). DOI: 10.1177/0040059917703962

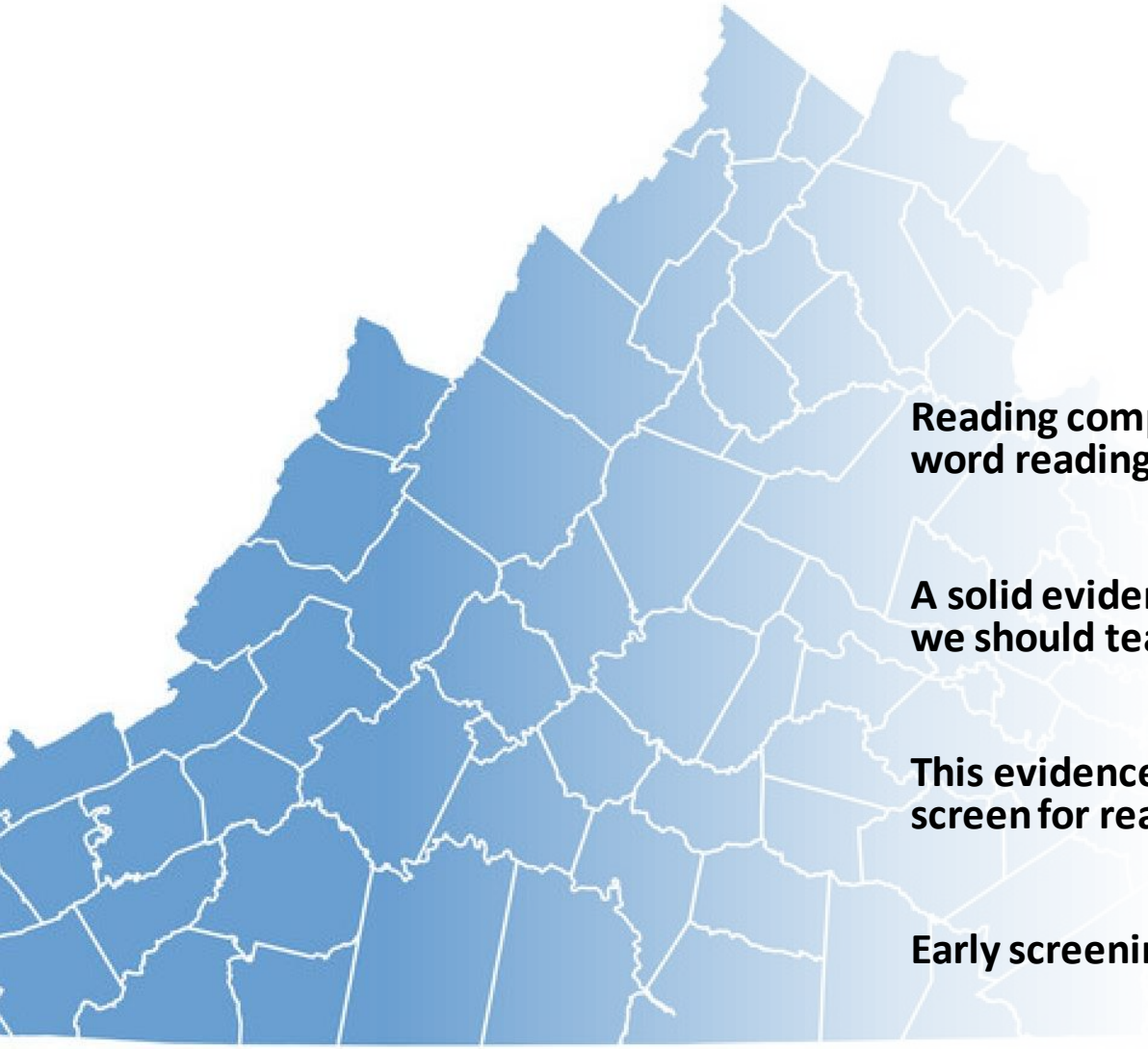




Bridging the Research to Practice Divide

So, why is the evidence not making it to the classroom for many kids across the country?


Higher Education
State Level Policies
Lack of Evidence Based Curriculum
Misalignment with Teacher Expectations
Professional Development
Access to Services
Parents as Partners



Take Away Thoughts

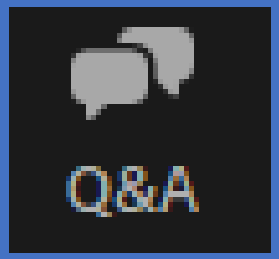
Reading comprehension requires both adequate word reading and language

A solid evidence base exists that informs how we should teach early word reading

This evidence base also informs how we should screen for reading difficulties

Early screening and instruction is essential

There are existing frameworks in VA that could and should be utilized to implement high quality early reading instruction



Please use the Q & A function to ask a question.

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Early Literacy & Reading in Virginia

Anita McGinty, Ph.D.

Research Associate Professor

Department of Curriculum Instruction and Special Education

School of Education and Human Development, University of Virginia

VIRGINIA EARLY LITERACY SUMMIT

Translating science into systems of prevention

The role of data screening

University of Virginia | School of Education and Human Development

Today

The system and infrastructure of screening in Virginia

Aligning screening to the science of reading

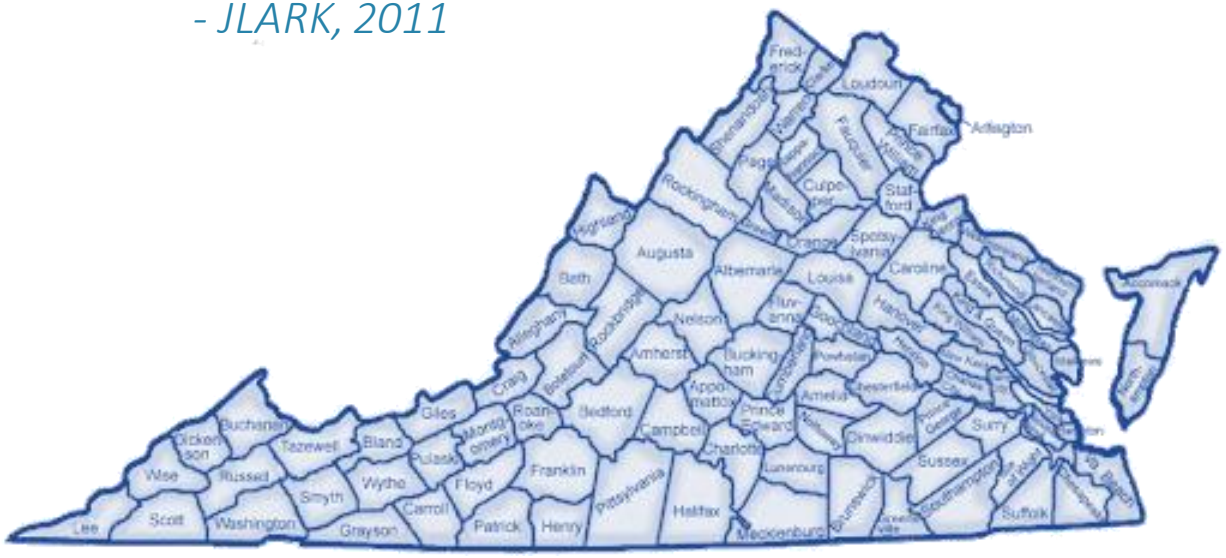
Strengthening systems of assessment and prevention

State-wide screening for reading difficulties since 1997

- 131 Divisions and 1,100 Schools using the same screening tool in a standardized manner and timeframe
- 18,000 Educators PreK-3 connected to the same testing, professional learning and communication portal

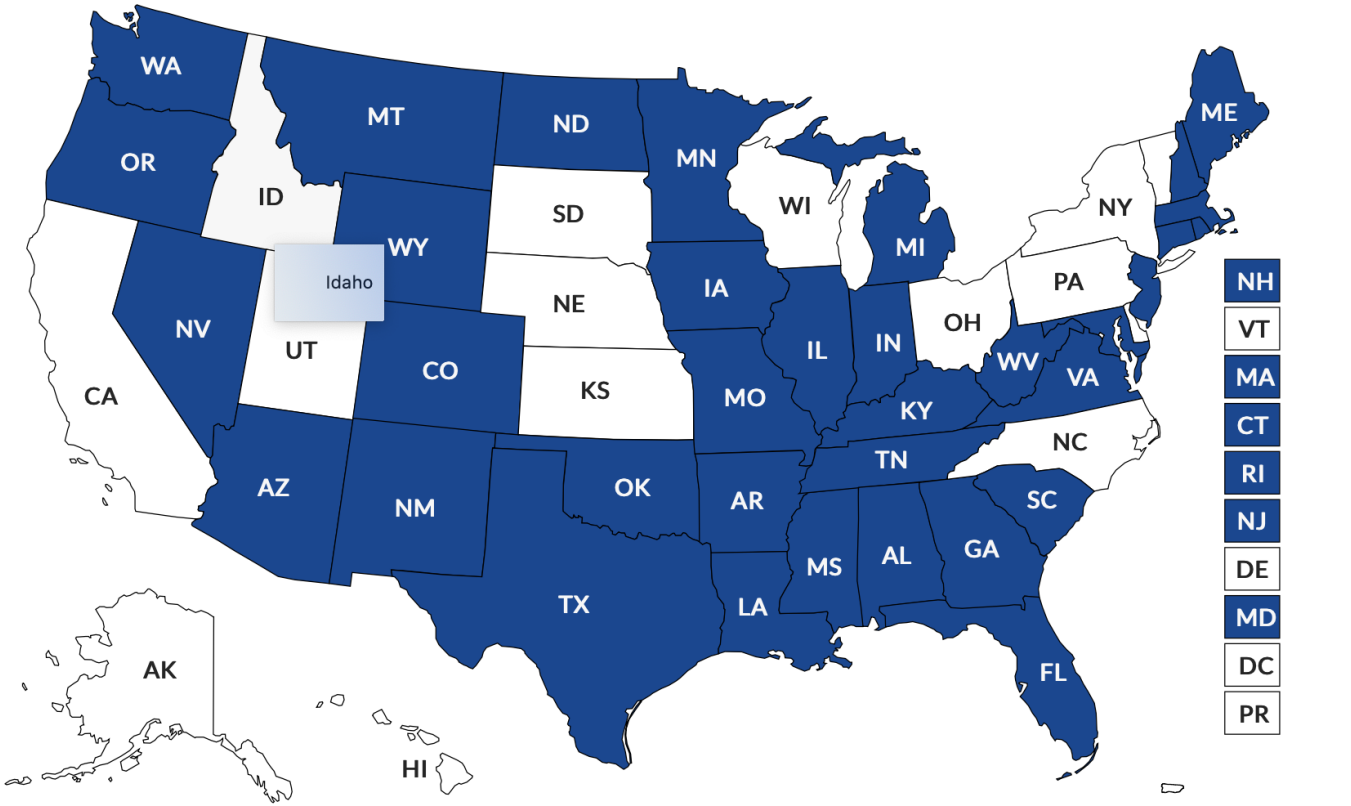
"What makes EIRI somewhat unique is its provision of a statewide, universal instrument for assessing early reading and an at or near 100 percent participation rate by Virginia school divisions."

- JLARK, 2011



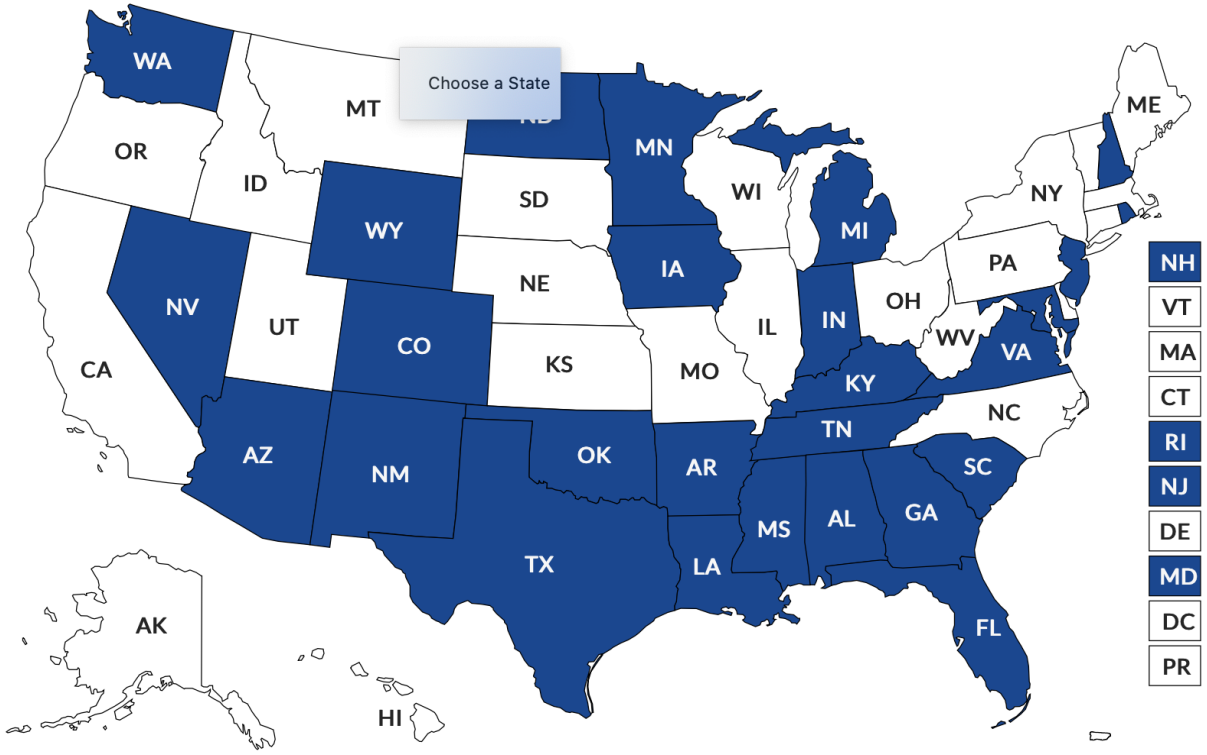
Universal screening is mandated by law in most states

Less than one third of states with universal screening laws require consistent data across schools and school districts.



Fewer states mandate an intervention response

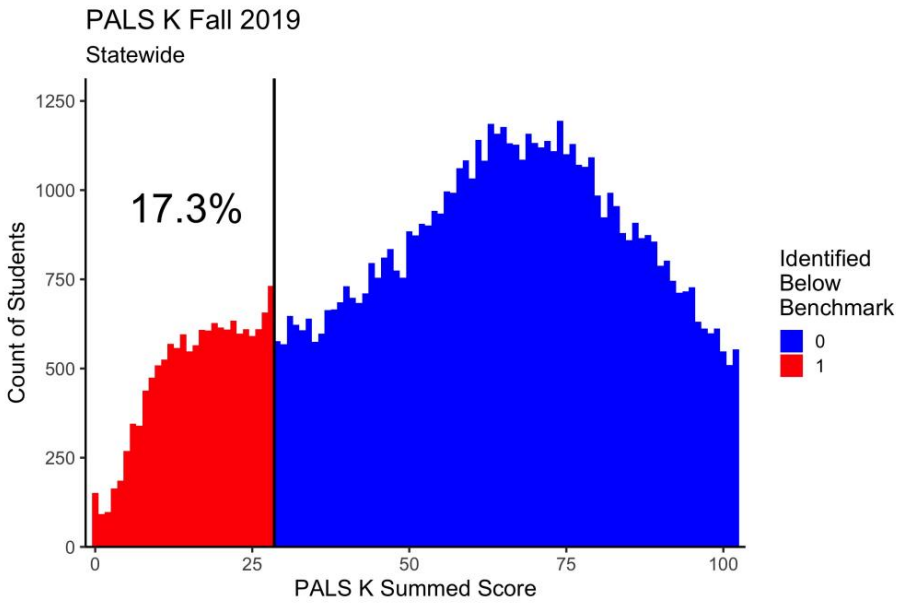
Most states did not establish screening and intervention laws before 2010.

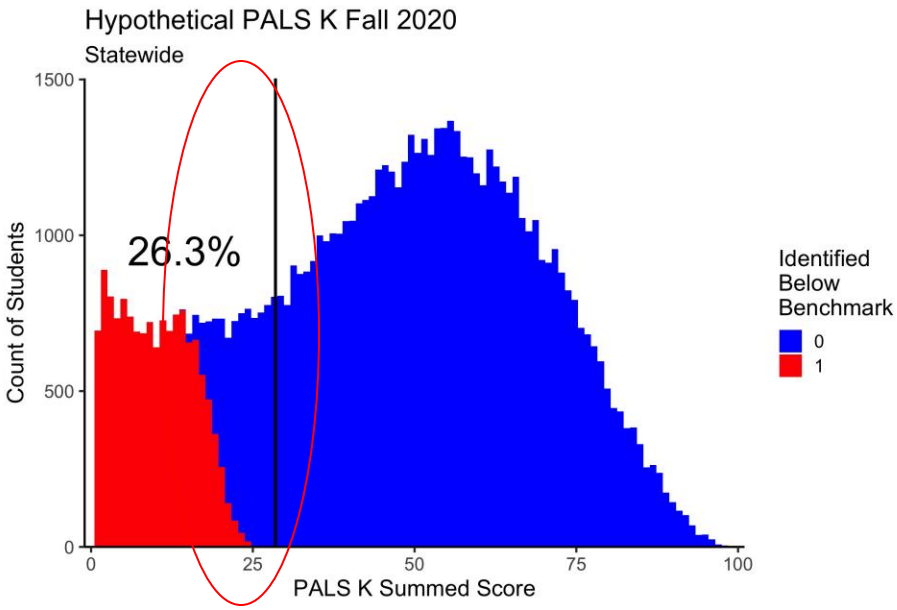


With the longevity of the screening in Virginia, educators are keeping it a priority during the pandemic

- Over 130,000 assessments have been conducted this year with the majority in the past month
- Over 7,000 educators (school/teacher/division) have accessed newly created professional learning resources since September
- The UVA PALS office is fielding over 500 calls/emails/chats per week in support of screening and data-use

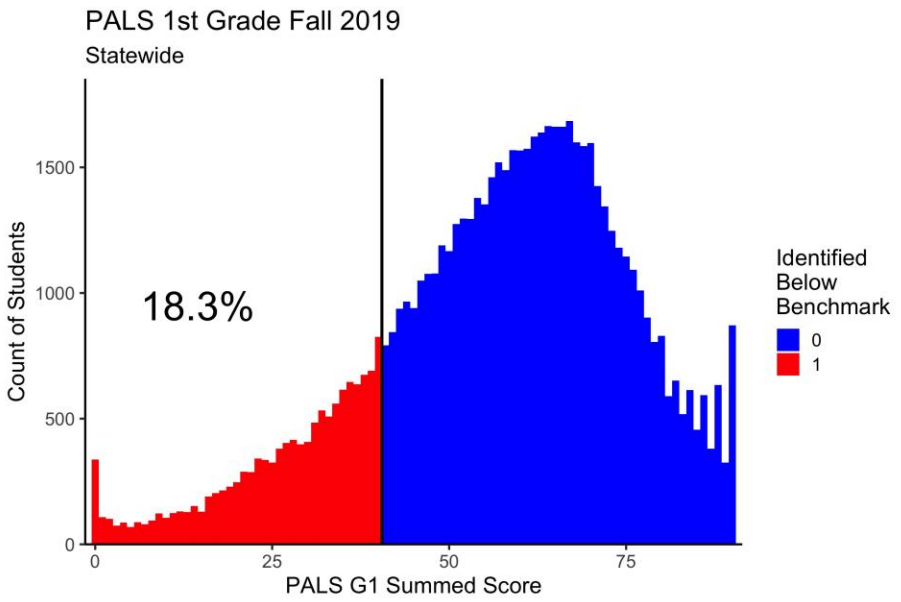
Children's instructional needs must be visible before we can adequately address the impact of COVID

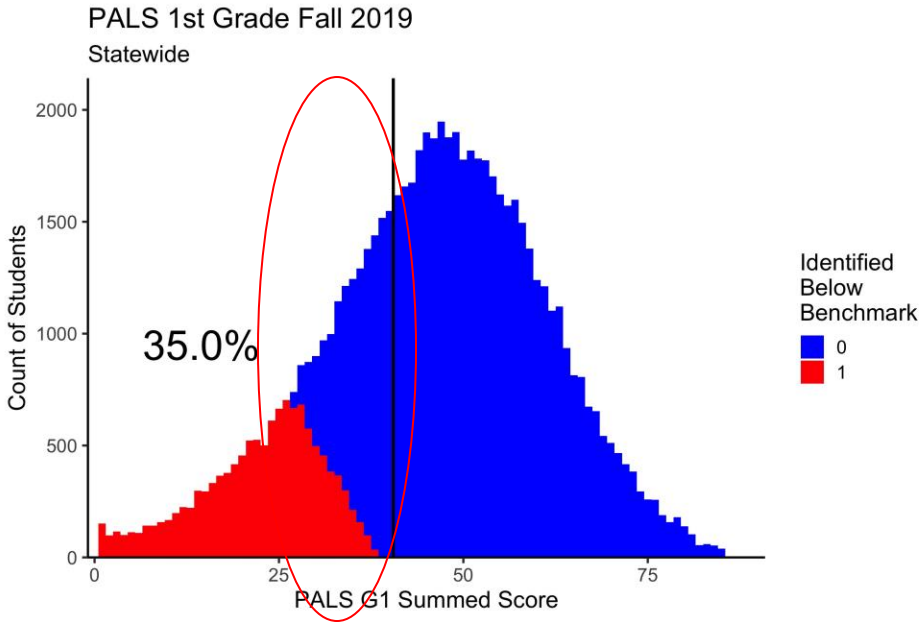




The prediction is approximately 7,200 more students could be significantly at-risk for reading difficulties under PALS.

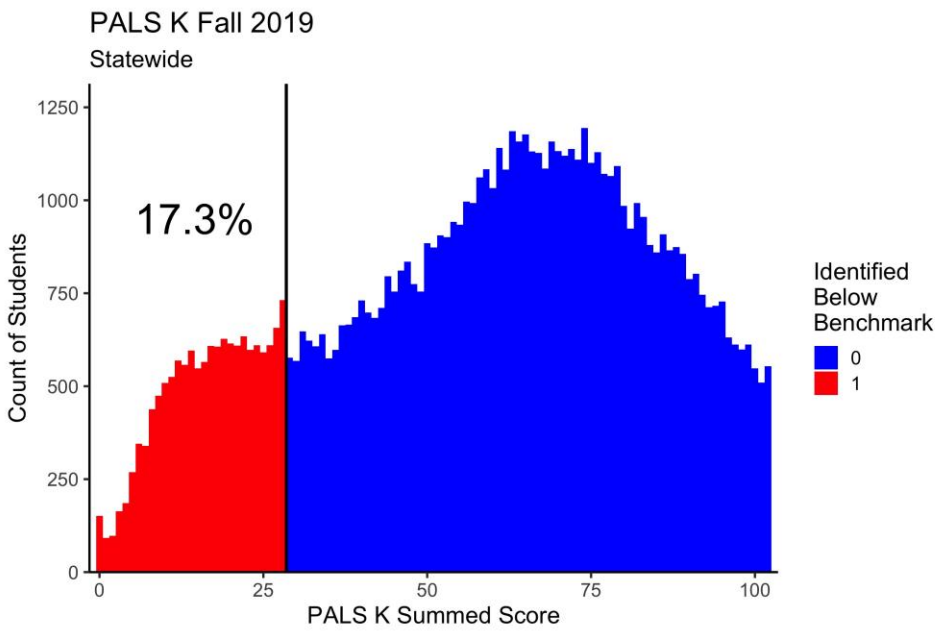
Children's instructional needs must be visible before we can adequately address the impact of COVID





The prediction is approximately 11,600 more students could be significantly at-risk for reading difficulties under PALS.

Effective screening and intervention is an issue of equity



Of the 13,924 kindergarteners below the PALS benchmark in 2019:

- 24% are English language learners
- 54% are economically disadvantaged
- 30% are Black or Hispanic

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The Science of Reading

"To prevent reading failure, educators must understand and act on scientific evidence."
– Lyon, 2004

- How does oral and written language develop?
- What skills are necessary for reading success?
- Who is at risk for reading difficulties?
- What are the instructional practices that are most effective?
- For whom do specific practices work best?

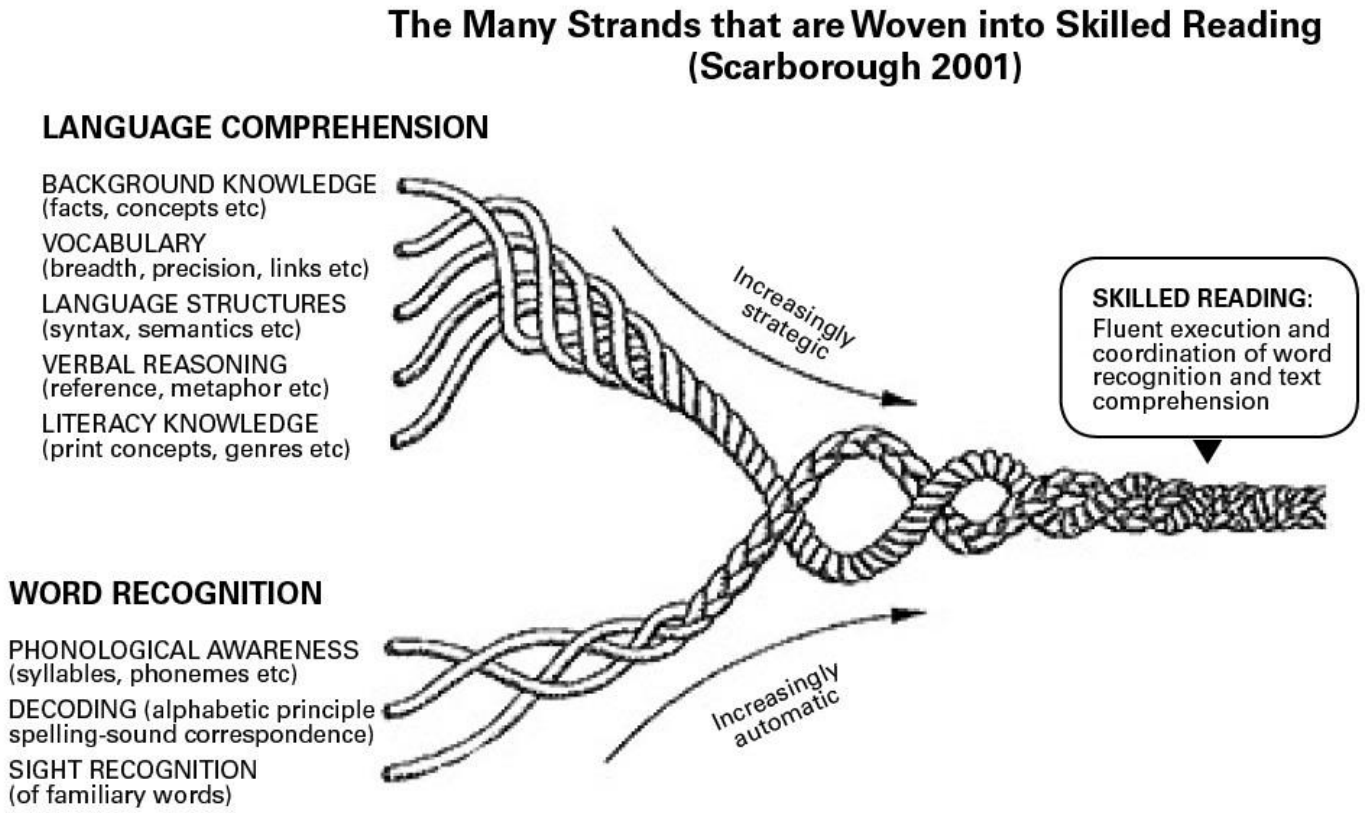
What does research say about screening?

- Screening should be guided by underlying evidence about development
- Screening needs to balance ‘false negatives’ with ‘false positives’
- Screening is most important in the early grades, as early as preschool through
- Screening must be linked to effective intervention and instruction

ORAL AND WRITTEN LANGUAGE DEVELOPMENT

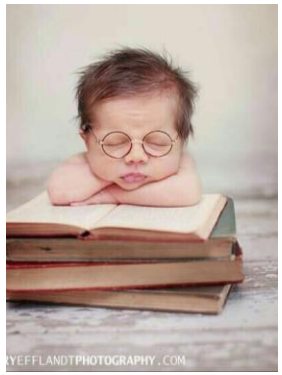
The basis for understanding risk in reading development

Scarborough Model



Oral and written language development have a common purpose

The earliest roots of reading success begin with the broad foundation of oral and written language developments that begin in infancy, emerge more distinctly in preschool (3- and 4-year old) and crystalize more formally as pieces of reading development in the early school ages.



But mastery of oral and written language are different cognitive processes

"The idea that learning to read is just like learning to speak is accepted by no responsible linguist, psychologist, or cognitive scientist in the research community."

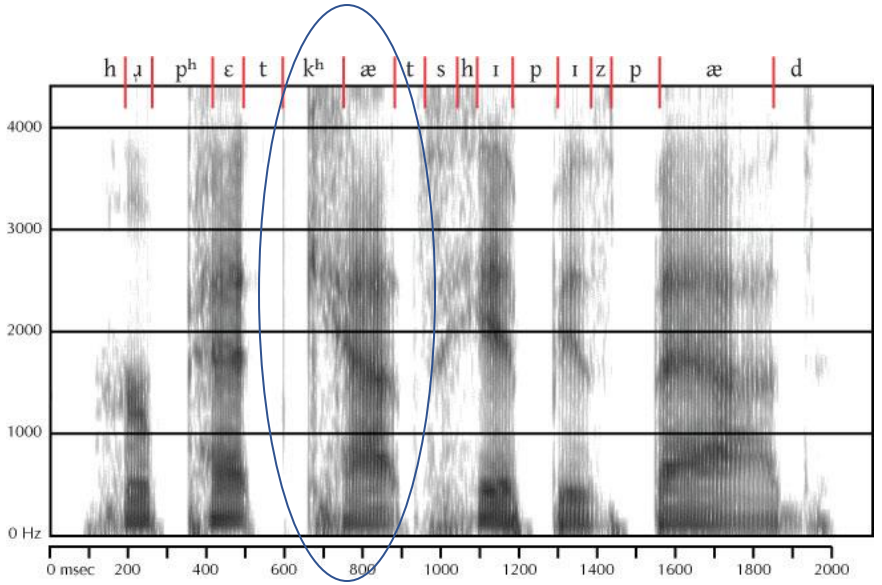
-Stanovich, 1994

CAT =

C = /c/

A= /a/

T= /t/



Ashawire, Redford

Take Away: Screening must recognize

- ✓ The roots of reading success begins early with oral language
- ✓ Specific developments that will most reliably signal progress towards reading success will evolve across time as a result of oral and written language development

Who is at Risk?

Balancing False Negatives and False Positives

Screening works within the uncertainty of prediction

"What we are faced with in screening is developing methods that will hit a moving target. That is, children continue to develop on the very skills we use as screens, but our methods rarely take this development into account."

- Speece, 2005, p. 488

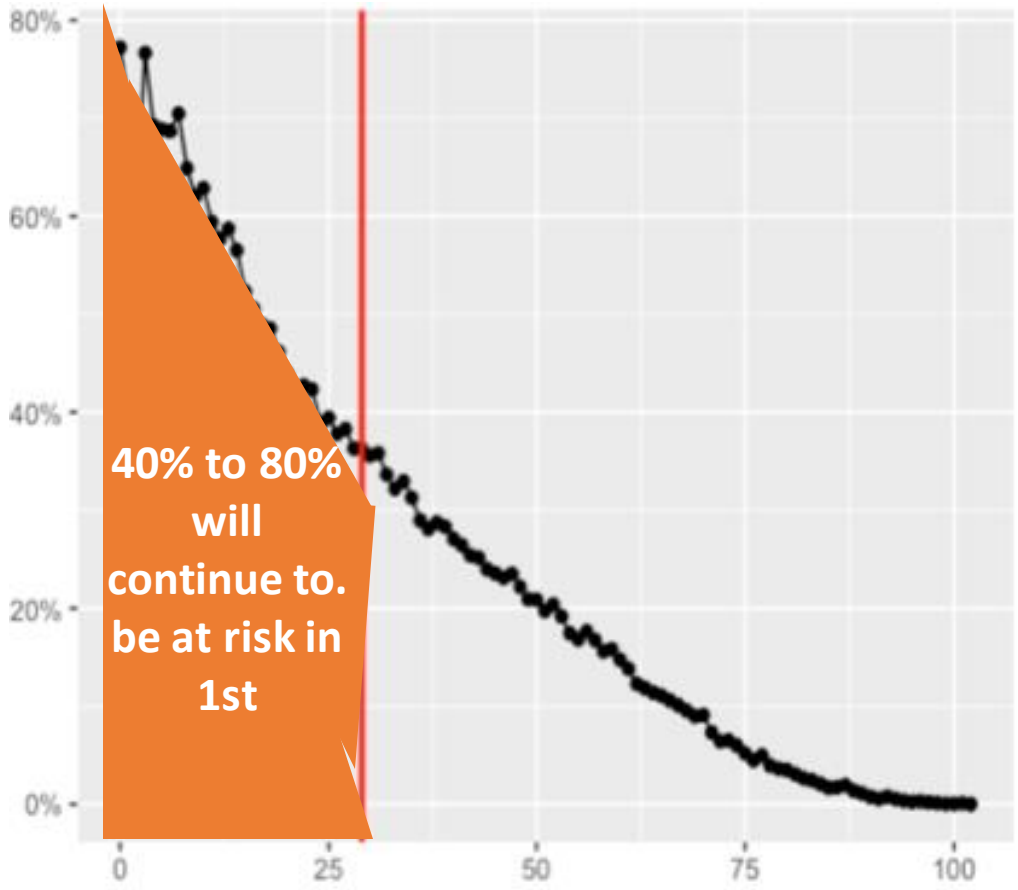
Who is at risk?

The screener detects children who need support for preventing reading failure	The screener does not require extra resources are used for children who didn't need it
True Positive	True Negative
False Positive	False Negative
The screener provides resources to those who do not need it.	The screener misses the critical window of early intervention for children who need the help.

The challenge with determining risk:

Relating PALS Kindergarten to the PALS benchmark in 1st Grade

Children who are falling below the PALS criterion-referenced benchmark are not the only children at-risk for later reading failure.



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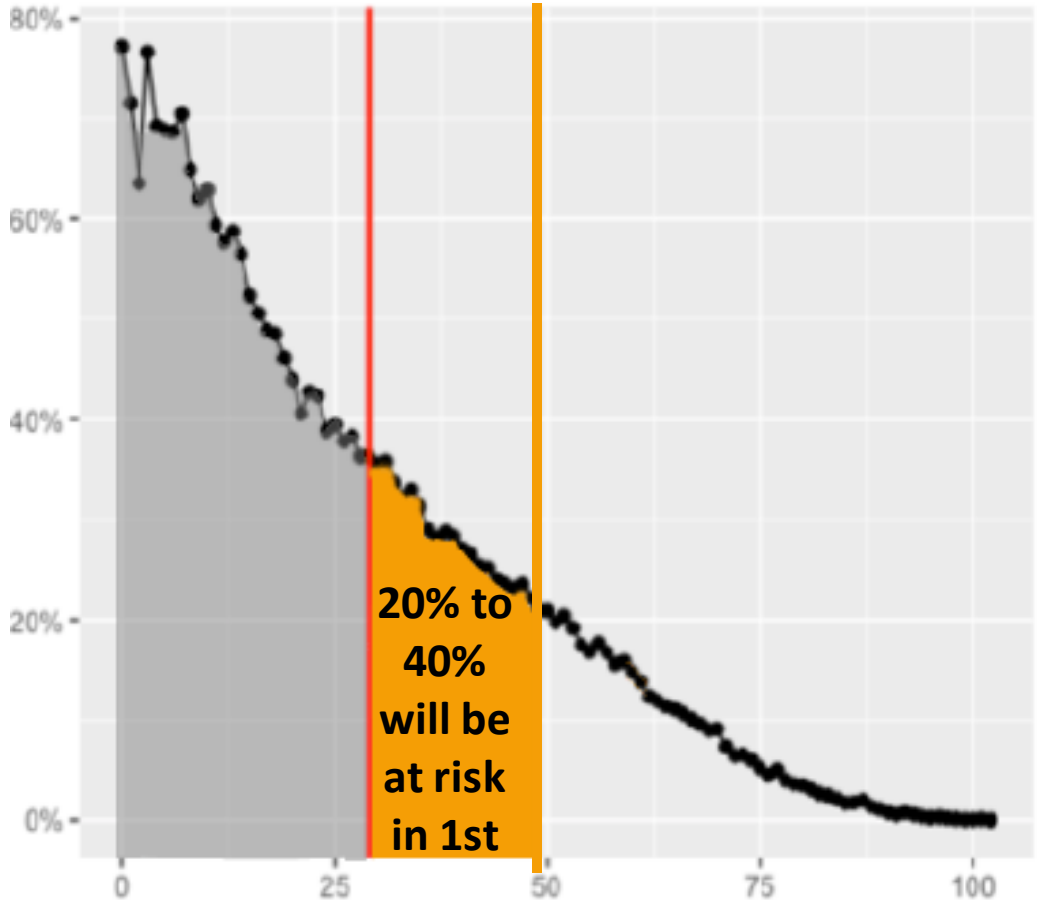

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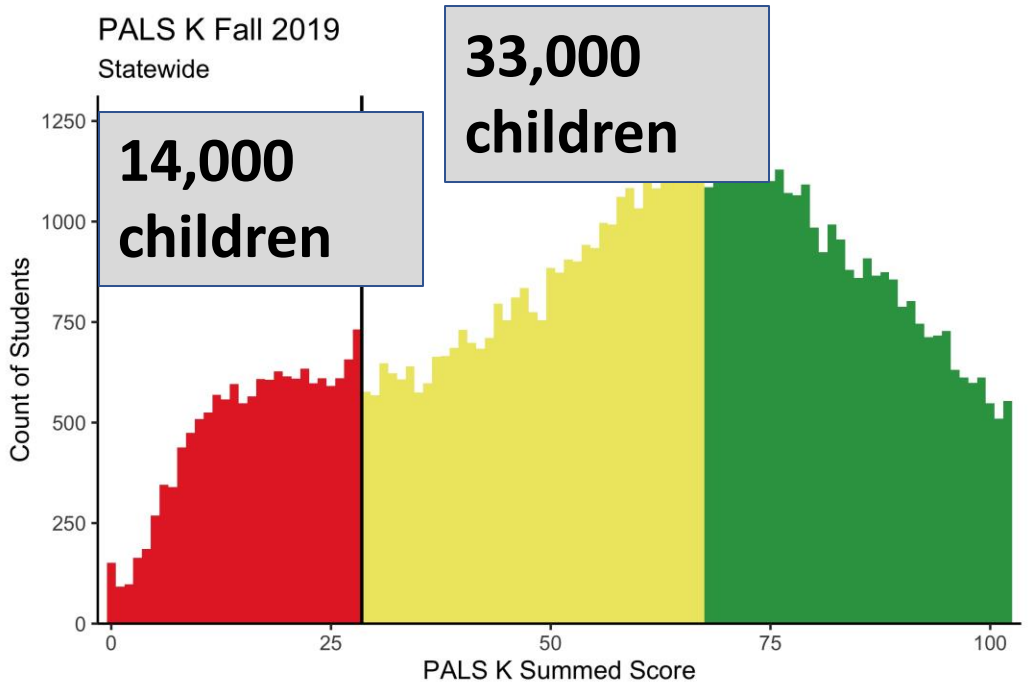
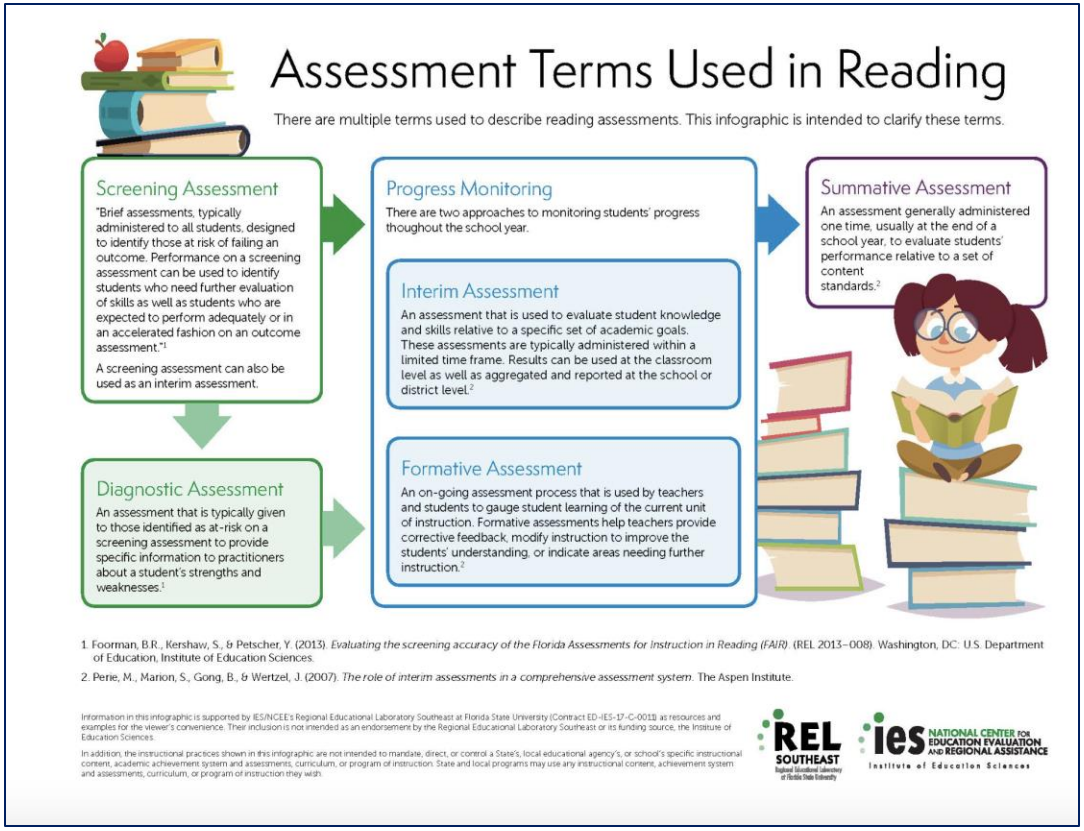


Screening can be embedded as piece of a broader prevention-oriented landscape



Take Away: Screening is imperfect

- ✓ Interpreting screening results must recognize that risk exists on a continuum; with this, support is also offered on a continuum.
- ✓ Screening is improved when it is part of a broader approach across time.

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Screening across time creates a continuity of data and support

In VA, investment in data collection already occurs across time

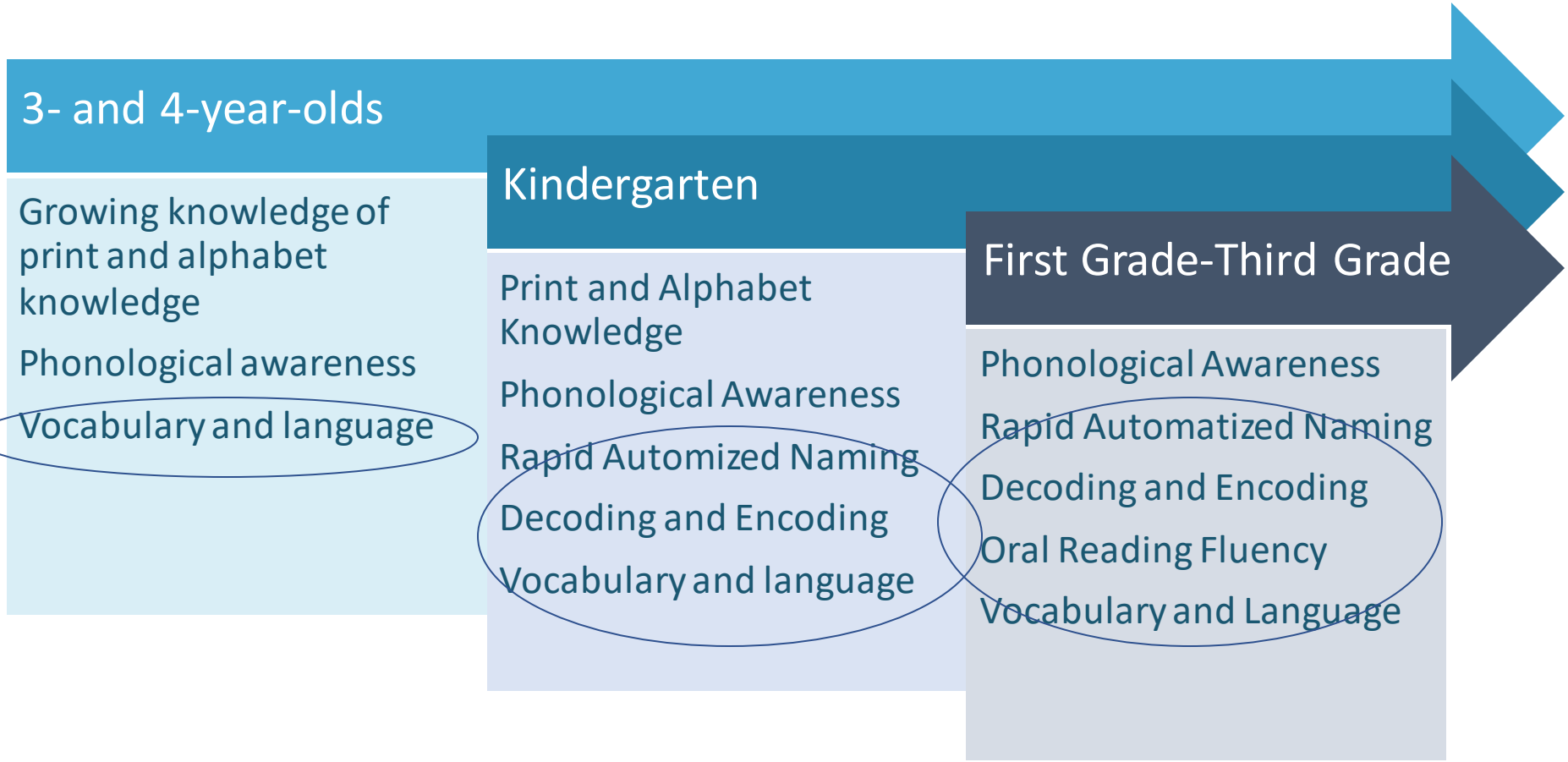
PALS Required Assessment

- ✓ PreK Fall and Spring (VPI and Mixed Delivery)
- ✓ K Fall and Spring
- ✓ 1st Grade spring
- ✓ 2nd Grade spring (if you don't test out)
- ✓ 3rd Grade spring (if you don't test out)

However, in VA, information across time isn't continuous

- Only approximately 24,000 children have data across preschool and kindergarten
- Growth cannot be measured from preschool to kindergarten
- Growth cannot be measured from kindergarten to first grade
- Average and expected growth trajectories across first through through third grade cannot be measured

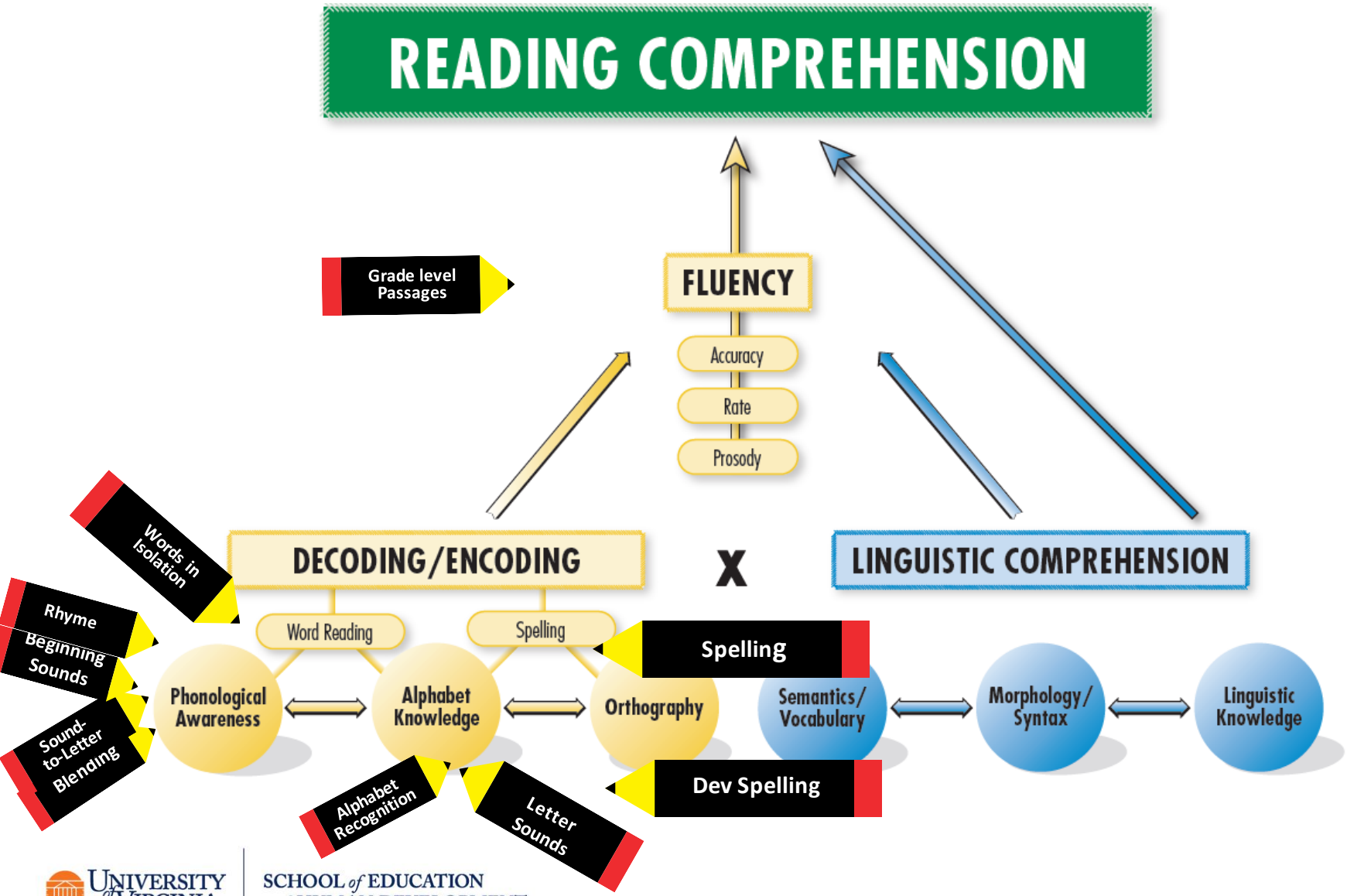
The value of understanding progress across time



Key Functions of a Screener

- ✓ Provide a brief assessment of key skills to understand who needs extra support
- ✓ Provide actionable data to guide instructional interventions

PALS Currently Measures…



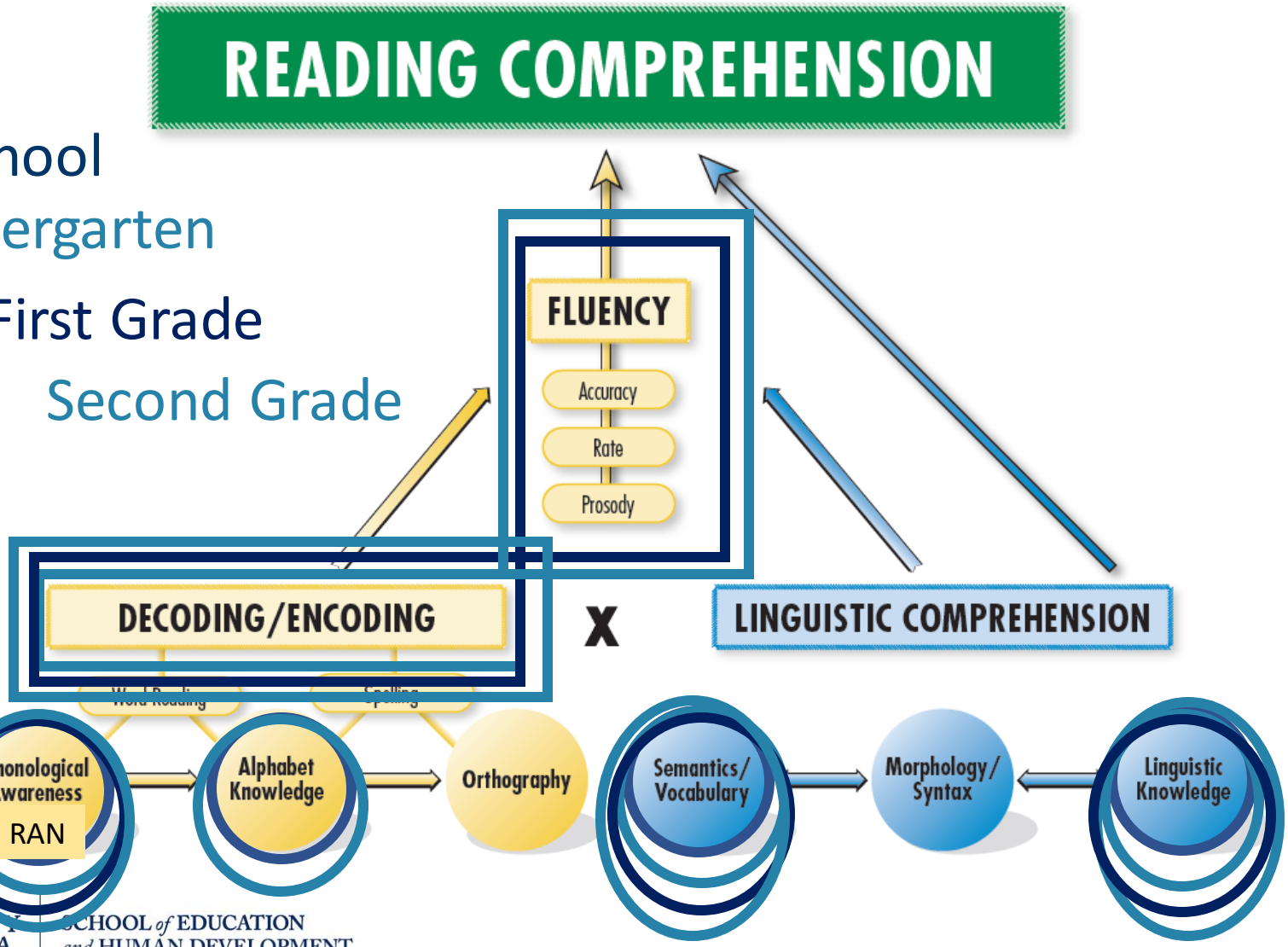
The value of measuring critical skills

Preschool

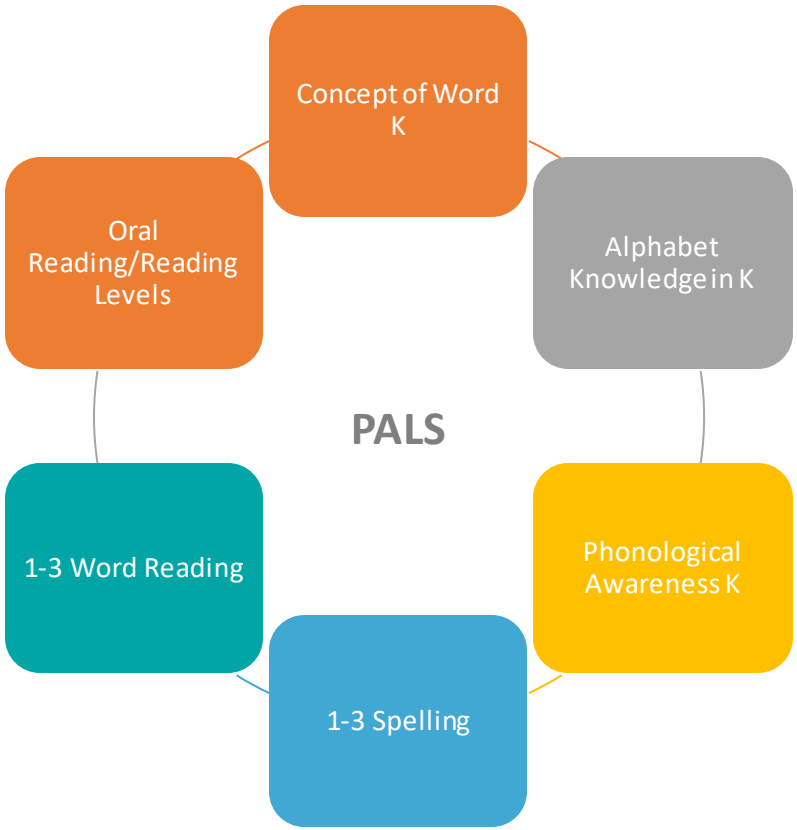
Kindergarten

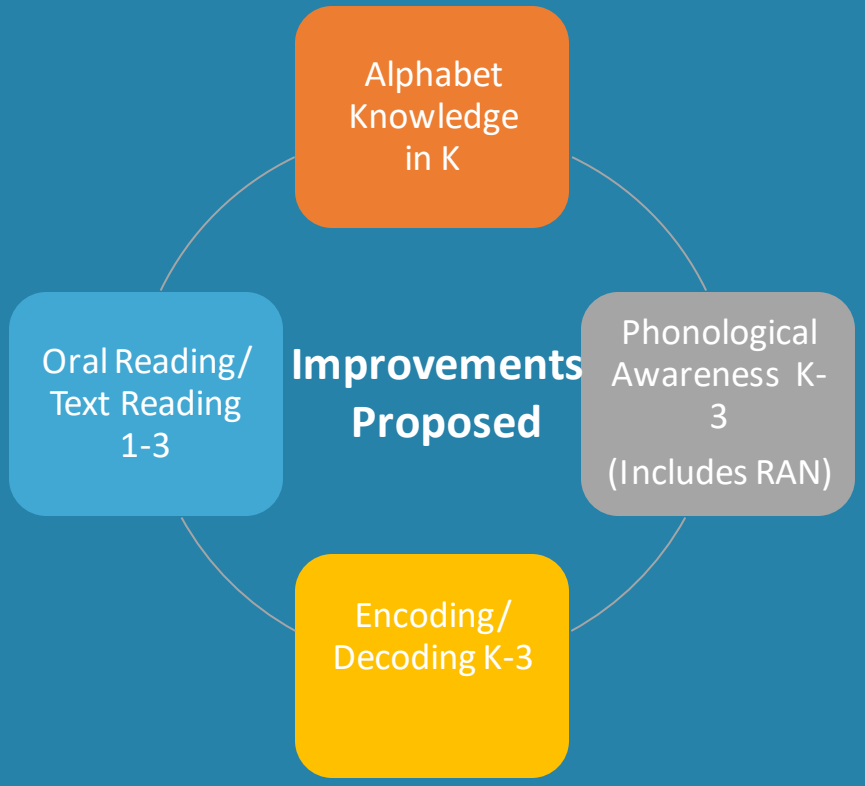
First Grade

Second Grade



Screening for Decoding



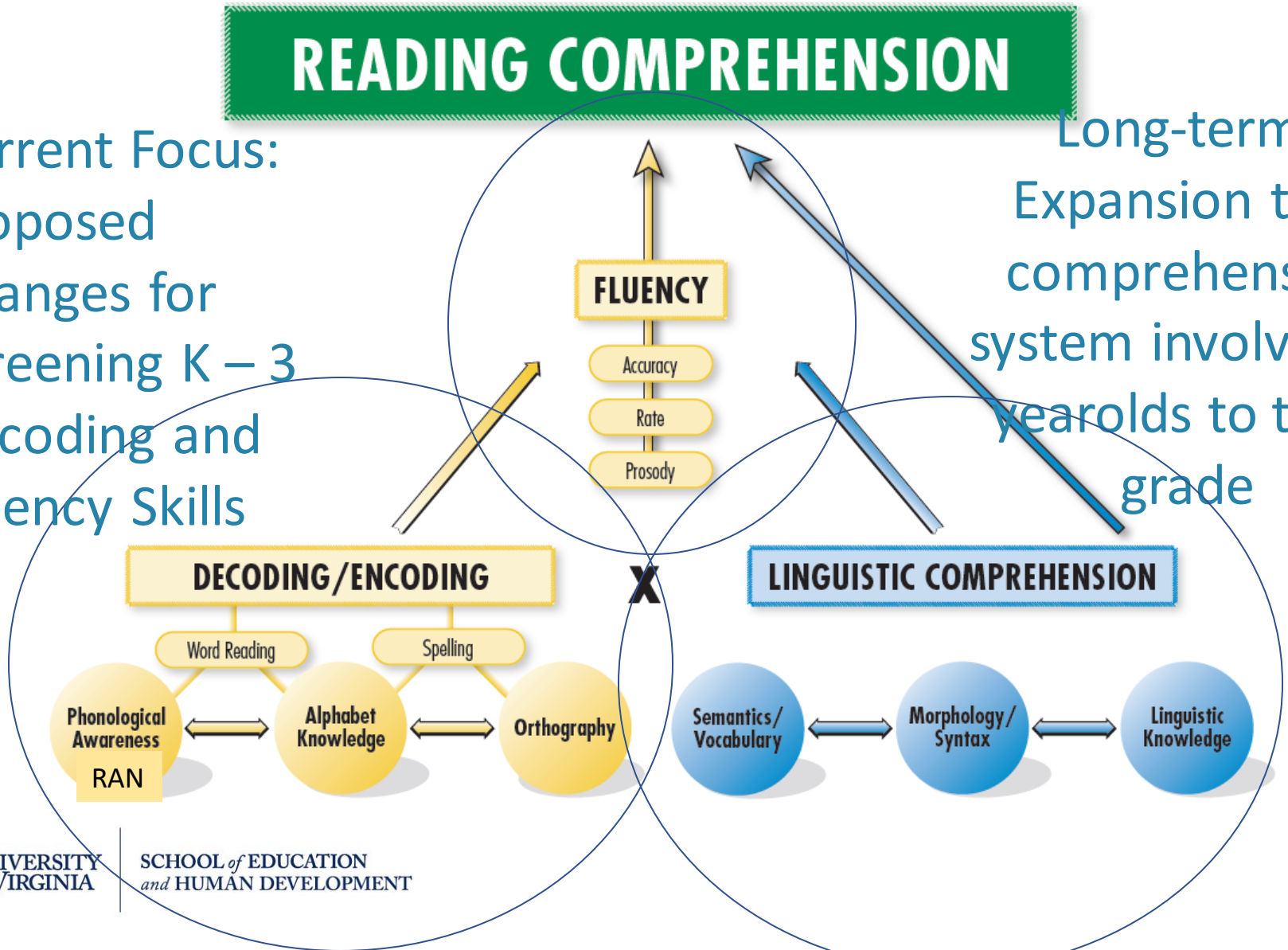


Improvements Proposed

- Enhanced emphasis on Phonological Awareness, Decoding, and Fluency
- Rapid Automatized Naming
- Items and tasks designed for vertical alignment K-3
- Item difficulty and final item selection will be guided by Item Response Theory

Building towards complete data

Current Focus: Proposed Changes for Screening K – 3 Decoding and Fluency Skills



Long-term: Expansion to a comprehensive system involves 3-yearolds to third grade

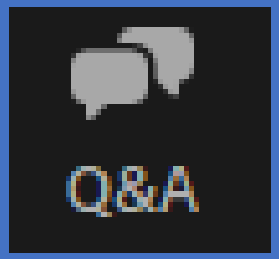
How to strengthen the connection between science and system?

- Do teachers have the right information to prompt action?
- Are classroom instruction and intervention working together and aligned to evidence-based instruction?
- Are there efficiencies or improvements to effectiveness to EIRI intervention that can support more children?

Thank-you!

Dr. Anita McGinty

as2g@virginia.edu



Please use the Q & A function to ask a question.

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EARLY LITERACY
SUMMIT

STRETCH BREAK

The Science of Reading in Practice

VIRGINIA EARLY LITERACY SUMMIT

Mrs. Jenna Conway, Chief School Readiness Officer, Virginia Department of Education & Office of the Governor *(moderator)*

Dr. Sam Duncan, Superintendent of New Madrid County R-1 School District, Missouri

Ms. Angie Hanlin, Principal, Matthews Elementary School, New Madrid County R-1 School District, Missouri

Dr. Zebedee Talley, Jr., Superintendent, Martinsville City Schools

Mrs. Angilee Dowling, Assistant Superintendent for Instruction, Martinsville City Schools

Dr. Tamra Vaughan, Coordinator of Academic Interventions, Martinsville City Schools

Closing Remarks

James Lane, Ph.D.

Superintendent of Public Instruction

VIRGINIA EARLY LITERACY SUMMIT

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GREETINGS FROM

Dr. James Lane

VIRGINIA SUPERINTENDENT OF PUBLIC INSTRUCTION

UVA Early Literacy Summit
October 20, 2020

WE ARE HERE TO MAXIMIZE EVERY STUDENT'S POTENTIAL THROUGH DEEPER LEARNING.

BUT OUR APPROACH THIS YEAR HAS CHANGED.

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SCHOOL REOPENING FREQUENTLY ASKED QUESTIONS - UPDATED OCTOBER 7, 2020

Page Contents

School Reopening

SUPPORTING VIRTUAL TEACHING

Page Contents

- Synchronous and Asynchronous Learning
- Preparing Students for Success in Virtual Learning
- Structuring Virtual Learning Classrooms
- Instructional Models
- Effective Instructional and Assessment Practices
- Glossary
- Resources
- References

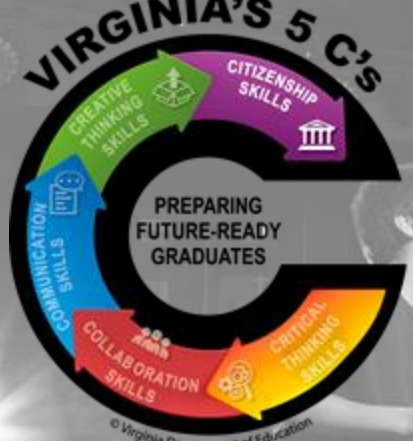
Synchronous and Asynchronous Learning

Synchronous

Asynchronous

Preparing Students for Success in Virtual Learning

WHAT IS DEEPER LEARNING—AND IS IT EVEN POSSIBLE NOW?



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DEEPER LEARNING

- Strong, clear learning goals and success criteria
- Compelling content and student products
- Collaborative culture
- Student empowerment - ownership of a lesson
- Intentional instruction
- Authentic tools and resources
- Focus on literacy
- Quality feedback to support learning

"Regardless of the content, reading, writing, and speaking should be incorporated into every learning experience. Expose students to multiple texts, primary and secondary sources, and online resources." Engage students in opportunities to write often—e.g., by pamphlets, creating surveys, posters, opinion writing, observational recordings and reflections.

via Lissa Pijanowski: 8 Principles of Deeper Learning

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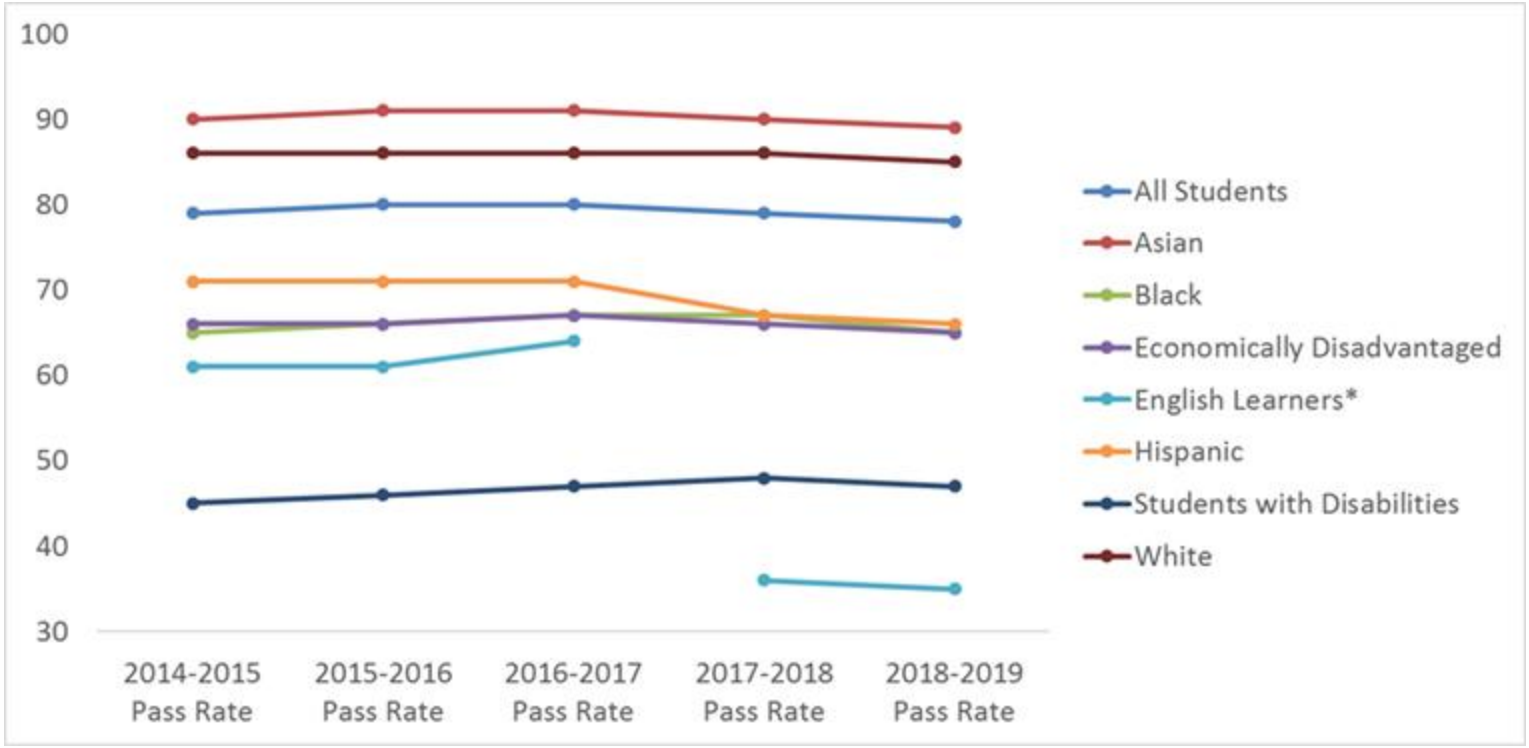
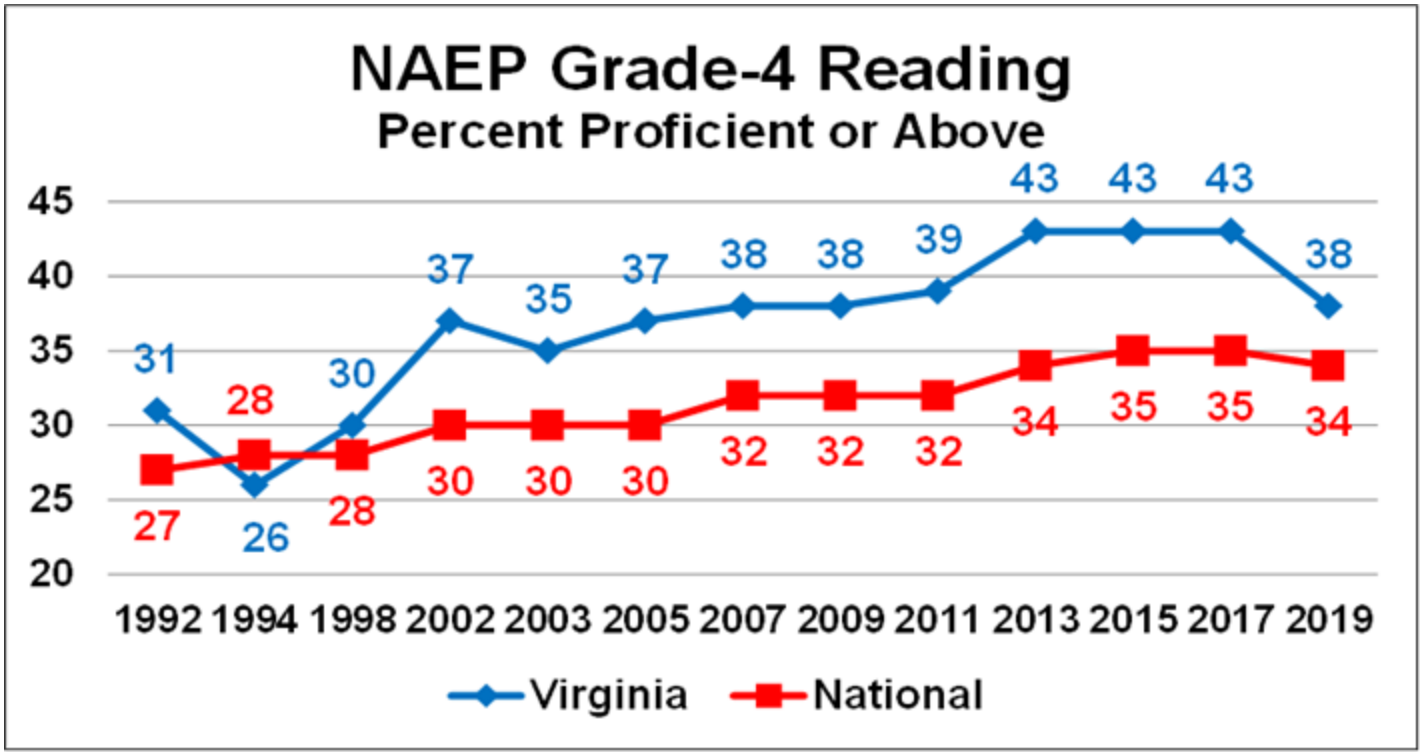
Reading performance by student group



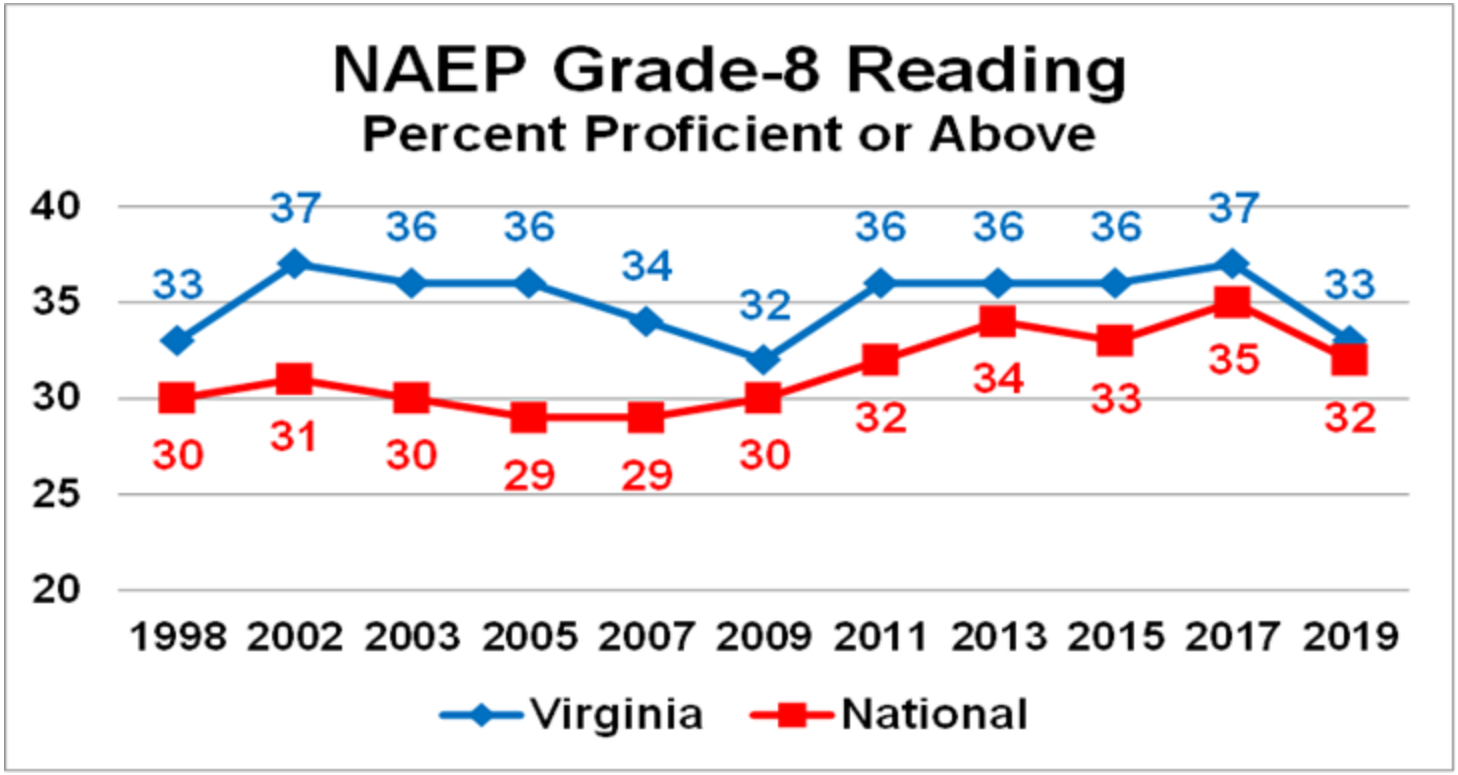
Source: Virginia Reading SOL, grades 3-8, end of course HS

NAEP Performance



National Assessment of Educational Progress performance 1998-2019

NAEP Performance



National Assessment of Educational Progress performance 1998-2019

Improving Literacy Instruction

1. Enhancing the Awareness of the Science of Reading for All Learners
2. Improving Teacher Preparation
3. Expanding Early Childhood Care and Education Programs
4. Ensure Equitable Access to Rigorous Instruction
5. Increase Support for Students Beyond the Classroom
6. Align Policy with Instructional Practices
7. Eliminate Educator Shortage in Schools

VDOE will ensure every student has access to a rigorous, culturally relevant, systemic approach to reading instruction that facilitates deeper learning and the development of future-ready skill sets as outlined in the Profile of a Virginia Graduate and the Virginia 5 C's. With the implementation of the new learning management system (VA LEAP), high-quality instructional materials will be shared for use throughout the Commonwealth.

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One of our challenges is equity.

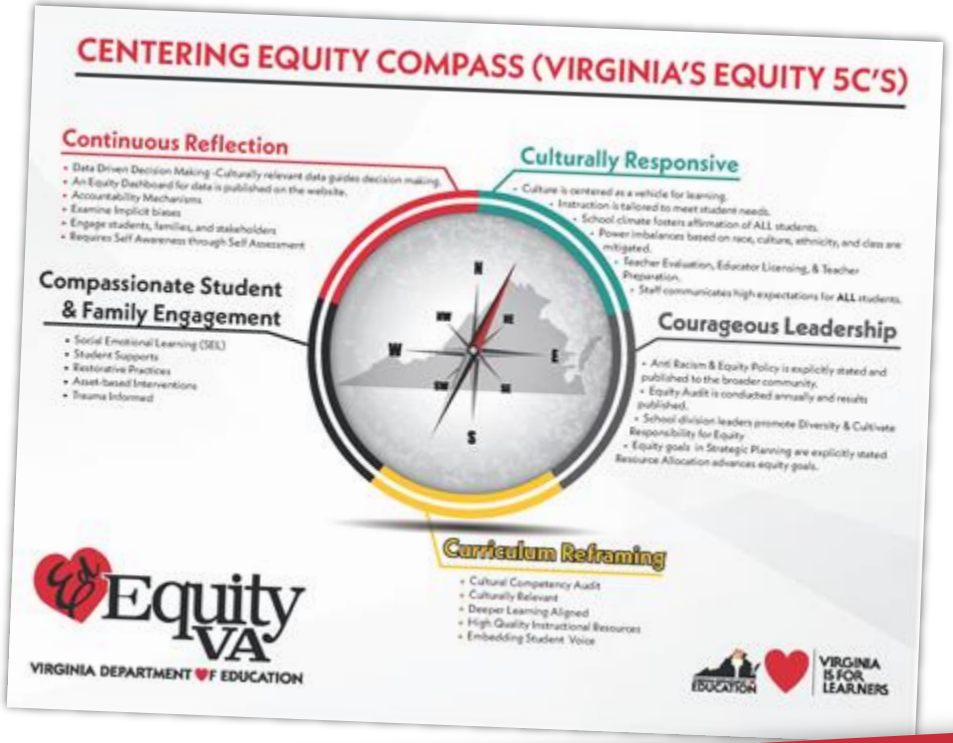
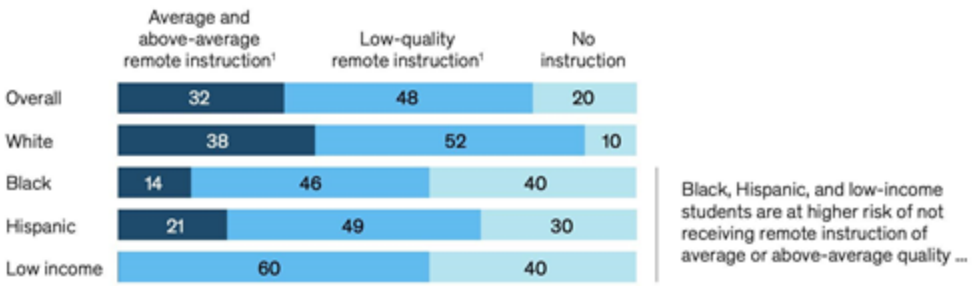


Exhibit 3

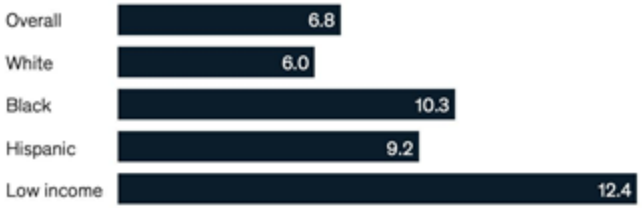
Learning loss will probably be greater for low-income, black, and Hispanic students.

Quality level of remote instruction, % of K–12 students



Black, Hispanic, and low-income students are at higher risk of not receiving remote instruction of average or above-average quality ...

Average months of learning lost in scenario 2 compared with typical in-classroom learning[2]



... and the result is learning loss from student disengagement and/or lack of access

[1] Estimates based on income quintiles, with assumption that top 2 income quintiles receive high-quality instruction.
[2] Includes 0.05 standard deviation reduction for black, Hispanic, and low-income students to account for recession impacts (~1 month of additional lost learning).

Source: US Census 2018

https://fresnostate.edu/kremen/about/centers-projects/weltycenter/documents/COVID-19-and-student-learning-in-the-United-States-FINAL.pdf

Compounded learning loss is an equity issue.

Providing the support that's required when it's needed to those who need it.

Early childhood expansion is necessary to avoid compounding learning loss.

Achievement gaps start before the first day of kindergarten. We must start earlier.

Virginia Kindergarten Readiness Program data (VKRP) from the fall of 2019 told us that:

- 44% of all children are unprepared in one or more of the critical learning domains of literacy, mathematics, social skills, or self-regulation;
- 66% of children identified as having a disability are not ready for kindergarten;
- 56% of children from economically-disadvantaged backgrounds are unprepared in one of the four critical learning domains

In 2020, the early childhood education division of the DSS began is merger with the VDOE as the **Division of School Readiness**.

Our efforts thus far have focused on improving our VPI preschool programs.

New Equity Audit Kit

CURRICULUM REFRAMING

Mitigates bias and ensures that diverse groups from all rings of culture are represented, validated, and affirmed. Ensures historical accuracy and reflection of diverse perspectives.

- ☐ Do we include in our textbook review process, evaluation of the content to ensure that it reflects the experiences and perspectives of diverse racial, ethnic, language, religious, and gender groups?
- ☐ Do we provide training to instructional leads on culturally relevant curriculum auditing practices?
- ☐ In the last 12 months, has our division used an audit or tool to evaluate our curriculum for cultural inclusivity and accuracy?
  - ☐ If yes - Select the subjects and grade levels in which curriculum was audited for cultural inclusivity and accuracy (select all that apply):
    - ☐ Preschool/Early Childhood
    - ☐ History & Social Science (all grade spans)
    - ☐ History & Social Science (specific grade spans), Please list on next page.
    - ☐ English & Language Arts (all grade spans)
    - ☐ English & Language Arts (specific grade spans), Please list on next page.
    - ☐ Fine Arts (all grade spans)
    - ☐ Fine Arts (specific grade spans), Please list on next page.
    - ☐ STEM Subjects (all grade spans)
    - ☐ STEM Subjects (specific grade spans), Please list on next page.
    - ☐ Other, please specify on next page.
- ☐ In the last 12 months, has our division used an audit or tool to evaluate our curriculum for gender bias?
  - ☐ If Yes - Select the subjects and grade levels in which curriculum was audited for gender bias (select all that apply):
    - ☐ Preschool / Early Childhood
    - ☐ History & Social Science (all grade spans)
    - ☐ History & Social Science (specific grade spans), Please list on next page.
    - ☐ English & Language Arts (all grade spans)
    - ☐ English & Language Arts (specific grade spans), Please list on next page.
    - ☐ Fine Arts (all grade spans)
    - ☐ Fine Arts (specific grade spans) Please list on next page.
    - ☐ STEM Subjects (all grade spans)
    - ☐ STEM Subject (specific grade spans) Please list on next page.
    - ☐ Other, please specify on next page
- ☐ In the last 12 months, has our division used an audit or tool to evaluate our curriculum for racial and ethnic bias?
  - ☐ If Yes - Select the subjects and grade levels in which curriculum was audited for cultural inclusivity and accuracy (select all that apply):
    - ☐ Preschool/Early Childhood
    - ☐ History & Social Science (all grade spans)
    - ☐ History & Social Science (specific grade spans), Please list on next page.
    - ☐ English & Language Arts (all grade spans)
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    - ☐ STEM Subjects (all grade spans)
    - ☐ STEM Subjects (specific grade spans), Please list on next page.
    - ☐ Other, please specify on next page.
- ☐ In the last 12 months, have we evaluated our curriculum to ensure that people with disabilities are shown in the curriculum actively interacting alongside people with and without disabilities?
  - ☐ If Yes - Select the subjects and grade levels in which curriculum was audited for cultural inclusivity and accuracy (select all that apply):
    - ☐ Preschool/Early Childhood
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    - ☐ STEM Subjects (all grade spans)
    - ☐ STEM Subjects (specific grade spans), Please list on next page.
    - ☐ Other, please specify on next page.
- ☐ In the last 12 months, has our division used an audit or tool to evaluate our history curriculum for: (select all that apply)?
  - ☐ Historical Accuracy
    - ☐ All grade spans.
    - ☐ Specific grade spans. Please list on next page.
  - ☐ Diverse cultures have representation, validation, and affirmation of diverse cultures:
    - ☐ All grade spans.
    - ☐ Specific grade spans. Please list on next page.

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PANDEMIC FINANCIAL RELIEF

Federal Coronavirus Relief Funds- $220.8M - Distributed by ADM @$175/pupil. For purchases through December 30, 2020.

- **Testing Supplies**
- **Personal Protective Equipment (PPE)**
- **Facility Cleaning and Sanitization**
- **Technology to Support Distance Learning**
- **Staffing**
- **Capital Facility Upgrades**
- **Pupil Transportation**
- **Emphasize Special Student Populations**
  - English Learner (EL) students,
  - students receiving special education,
  - and young learners in grades PK-3.

GEER/ESSER Funding

- **$5M for Summer Academies and Kindergarten Preparation**
- **$1M to build virtual content, K-8 in Virtual Virginia**
- **$917,000 to support locally delivered fall diagnostic assessments to identify students' instructional needs and learning gaps**
- **$750,000 to support a state-coordinated, evidence-based assessment of student social-emotional learning**
- **$500,000 for Emergency Child Care**
- **$300,000 to support state-coordinated family engagement and family literacy activities**

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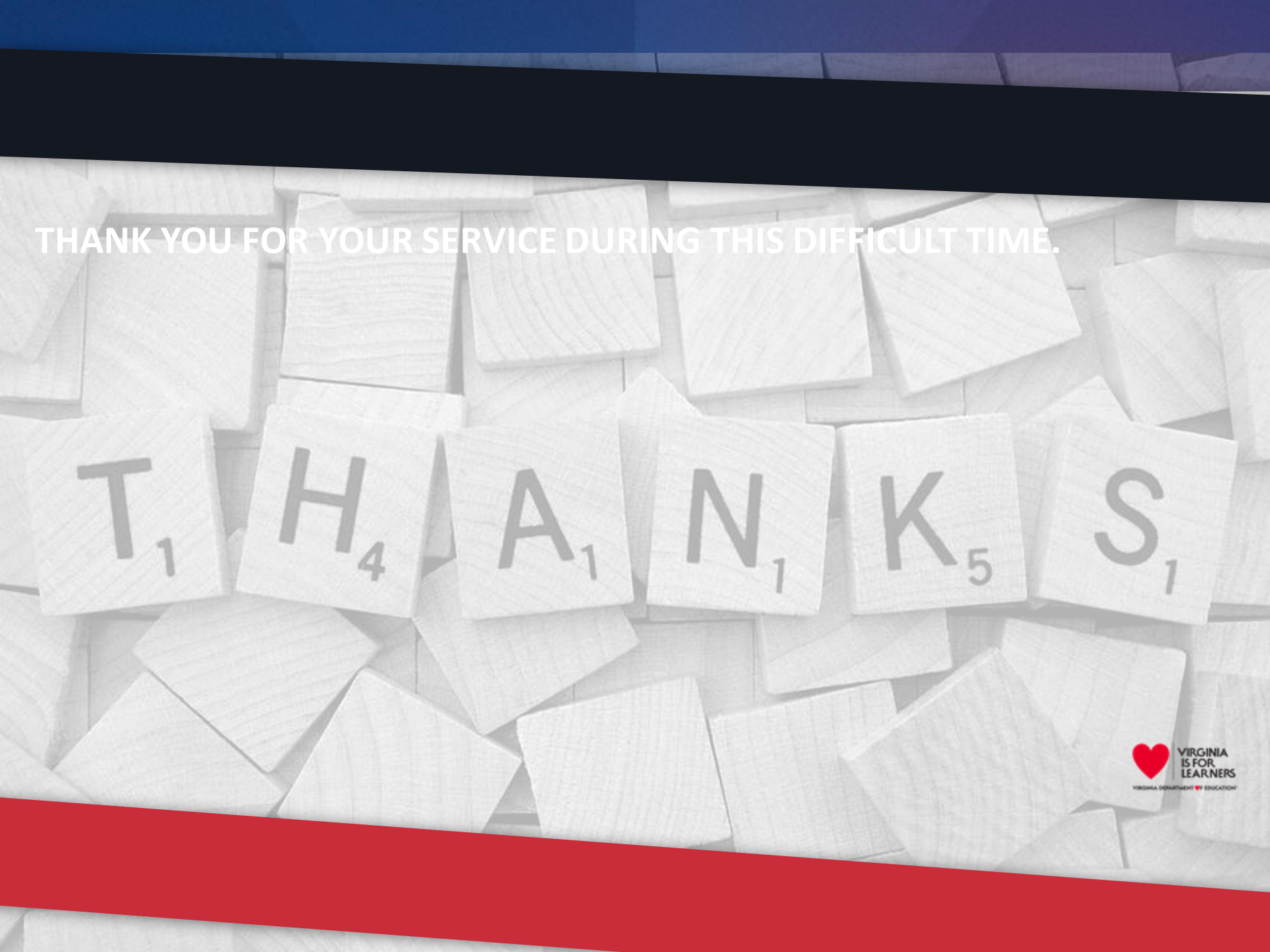
THANK YOU FOR YOUR SERVICE DURING THIS DIFFICULT TIME.



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DR. JAMES F. LANE
SUPERINTENDENT OF PUBLIC INSTRUCTION
superintendent@doe.virginia.gov
@va_supt

THANK YOU!